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ABSTRACT

Five topics of interest to persons involved in classical studies are discussed in this report: (1) "A Survey of the Classical Scene" focusses on the future of classical studies in elementary and secondary schools with some mention of the situation in colleges and universities. (2) "ACL: The State of the League" includes officers, agenda and minutes of Council Meetings, officers' reports, policy statements and committee reports. (3) "The League and Other Associations" discusses cooperation with other associations. (4) "Thirty-first Annual Institute: Up-dating the Classics: New Roles, New Allies" presents the program and abstracts of papers presented at the institute. (5) "The Committee on the National Junior and Senior Classical Leagues" lists the members, JCL State Chairpersons and reports of members of the Committee on the National Junior and Senior Classical Leagues. (AMH)

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ACL REPORT

A REPORT OF THE ACTIVITIES OF THE AMERICAN CLASSICAL LEAGUE 1977-1978

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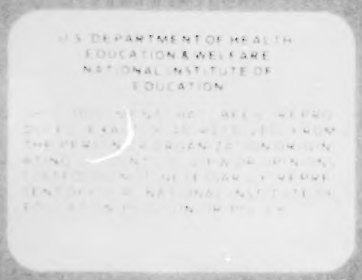
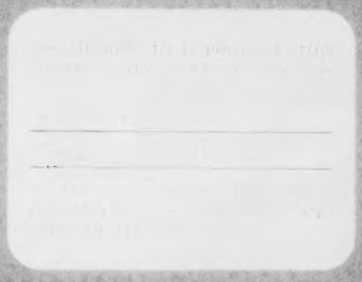
Edited by Gilbert Lawall
President, ACL





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A REPORT OF THE ACTIVITIES OF THE

AMERICAN CLASSICAL LEAGUE 1977-1978

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NECN Publications

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Typist: Ethel Dwight, Secretary, Department of Classics, University of Massachusetts, Amherst

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A SURVEY OF THE CLASSICAL SCENE

This survey will focus on the future of classical studies in our elementary and secondary schools, but first a few words about the situation in our institutions of higher learning. Professor G. Karl Galinsky, Chairman of the Department of Classics at the University of Texas, in an article published in the Bulletin of the Association of Departments of Foreign Languages (Volume 9, Number 4, May, 1978, pp. 25-29) and reprinted in the New England Classical Newsletter (Volume 6, Number 1, September, 1978, pp. 24-29) has eloquently described the successful program in his department in which classics is viewed not merely as the study of Greek and Latin but rather "at its most comprehensive, as...an area studies program that includes all the major areas of Greco-Roman civilization: languages, literature, history, art, archaeology, philosophy, religion, and linguistics." Galinsky's article should be required reading for anyone concerned with the future of classics in the curriculum at all levels, because much of what he says about the successful program at the college level can be applied mutatis mutandis to the school levels as well. He reminds us that no single instructional program or administrative strategy will provide "an automatic panacea for our problems or ensure success in preserving the classical languages"; rather, as Galinsky states it "in Pentagon jargon," we need a "multiple flexible response." Also needed, one may surmise from Galinsky's article, are vision and effective leadership if the diverse range of subjects and the equally diverse range of instructional strategies which they require are to be held together in a coherent and successful "area studies program."

In spite of the apparent success of classics programs such as that at the University of Texas, our college and university professors have scant reason for complacency. The most recent figures released by the Association of Departments of Foreign Languages show that registrations in ancient Greek rose from 24,391 in 1974 to 25,843 in 1977, for a gain of 6%, yet Latin enrollments declined from 25,167 in 1974 to 24,403 in 1977, for a loss of 3%. And, even the gain in absolute numbers of Greek students during these years did not keep pace with the growth of total college enrollments (9%). In 1974 the Greek enrollment represented .270% of total college enrollments; in 1977 this declined to .260%. Latin enrollments in 1974 were .278% of total enrollments; in 1977 they dropped to .245%. In 1977 the combined Greek and Latin enrollments represented .505% of total college enrollments. These percentages may seem miniscule, and indeed they are. At our own institution we are doing better than the national average, with 2.68% of our students studying Latin. Yet, we must remember that the percentage of students studying foreign languages of any kind has declined drastically in our institutions of higher learning. In 1965 17.6% of the five and a half million students enrolled in our colleges and universities were studying modern foreign languages; in 1977 only 8.9% of nearly ten million students were studying modern foreign languages. This represents only slightly more than half of the percentage taking foreign languages 12 years earlier. Since 1968 the total college enrollment has increased by three million, yet modern foreign language registrations have declined steadily for a loss of 189,875 students.

Up-to-date figures are not available for the secondary schools, yet we know that Latin enrollments dropped more than 70% from 626,199 students in 1965 to 184,445 students in 1974. Indications of a levelling off during the mid 1970's are offset by the continuing slump reported in some states such as Indiana where enrollments in Latin declined 6% from 1975/76 to 1976/77.

We should be reminded that the figures from the secondary schools tell only part of the story. They take no account of what has been our major growth area during the past decade -- the Latin programs in the elementary schools that have had almost unbelievable success and have spread from the east to the west coast -- and they take no account of enrollments in the new classical studies or classical humanities courses that many Latin, English, and social studies teachers have been introducing throughout the country. If we look at the entire picture and consider the contributions that classics in the broadest sense is making to the education of today's youth, I think we will find reason for optimism. In fact, if we first consider the contributions that the innovative Latin FLES (foreign language in the elementary schools) programs are capable of making to general education for all youngsters at the elementary school level, then the contributions that the new classical humanities courses and units of study are capable of making to general education at the elementary, middle, and secondary school levels for all students and particularly for the many students who do not and will not take Latin, and finally the contributions that the traditional (and although faltering, by no means dead) four to six course Latin sequence is still capable of making to the education of college bound students in the high schools, then I submit that classics has never had such healthy prospects at any time in the history of American education. Never in the past have we had so many options available to us. Never have we had the capability of reaching such diversified audiences of students with curricula so well suited to their actual educational needs. At the school levels we are evolving a "multiple flexible response," and in our total operation we are, I would suggest, being remarkably successful and effective.

Yet, there is serious and justified concern abroad in our nation over the decline in foreign language study with only 8.9% of our college students currently studying a modern foreign language, and there is concern over the general decline in literacy. These widespread concerns which are voiced on the editorial pages of our newspapers with increasing frequency have prompted two developments which I am sure are familiar to all of you. First, the President of the United States has established a Commission on Foreign Language and International Studies (April 21, 1978) and named its members (September 15, 1978). A little background may be in order here. One of the provisions of the 1975 Helsinki Agreement on Security and Cooperation in Europe was that each of the participating nations would "encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperation." By 1977 it was recognized by our own joint Congressional Commission on Security and Cooperation in Europe that we were not living up to our obligations with respect to this provision of the Helsinki accords, and the Congressional Commission addressed a resolution to President Carter noting that "the study of foreign areas, cultures, and languages in the United States is declining," that "this decline is contrary to the commitment to encourage foreign language and area study," and that it is "not in the national interest of the United States." The Congressional Commission recommended the establishment of a short-term Presidential commission to study the situation and to make recommendations "on how to strengthen and improve language and area studies in the United States." According to Executive Order 12054 which ordered the establishment of the Commission, its objectives will be to

1) Recommend means for directing public attention to the importance of foreign language and international studies for the improvement of communications and understanding with other nations in an increasingly interdependent world;

2) Assess the need in the United States for foreign language and area specialists, ways in which foreign language and international studies contribute to meeting these needs, and the job market for individuals with these skills;
3) Recommend what foreign language area studies programs are appropriate at all academic levels and recommend desirable levels and kinds of support for each that should be provided by the public and private sectors;
4) Review existing legislative authorities and make recommendations for changes needed to carry out most effectively the Commission's recommendations.

The specific concerns of the President's Commission will undoubtedly be with modern foreign languages and contemporary area studies -- as well they ought to be -- but if its recommendations should succeed in reversing the foreign language enrollment trends and producing a new prestige for modern foreign language and area studies, there will be, I predict, substantial benefits for the teacher of Latin -- basic to so many European languages -- and for classics, which is, after all, the oldest of the area studies and an indispensible key to so many developments in European and American civilization. We must be ready to propose programs in Latin and classical studies that will contribute to the communicative competence and the cultural awareness and sensitivity of American students.

While this Presidential Commission was being assembled, five task forces for the promotion of language study were already beginning their work under the auspices of the Modern Language Association and the American Council of Learned Societies, with a grant from the National Endowment for the Humanities. Fortunately for us, one of these task forces includes Latin along with the other commonly taught languages, and even more fortunately this task force is chaired by a distinguished classicist, Professor George Kennedy of the University of North Carolina at Chapel Hill. This Task Force II "deals with the teaching of the languages that have been traditional in both secondary and postsecondary education: French, German, Latin, and Spanish." It is charged with "identifying priorities for pedagogy, teacher preparation, curriculum development, testing, and professional standards." It has now issued its final report which was published in the September, 1978 issue of the Bulletin of the Association of Departments of Foreign Languages and reprinted in the September issue of the New England Classical Newsletter. It is expected that the recommendations offered in the final reports of the MLA/ACLS Task Forces will be given serious consideration by the Presidential Commission on Foreign Language and International Studies. If this should happen and if the federal government should use its influence and resources to implement the recommendations of the Task Forces, there would be some chance of reversing present trends during the next decade. Yet, the task of doing so will be immense, for there is now a tremendous gulf between the goals as stated by Task Force II and the reality as revealed in current enrollment figures. The figures show that only 8.9% of our college students are currently studying foreign languages, yet it is the stated goal of the Task Force that "every American college graduate should be able to read and converse in a foreign language."

We have been fortunate in having a classicist as chairman of the MLA/ACLS Task Force II, and to date this has been the major source of input from our classical profession into the current debate on the future of foreign language study in the US. Now that the final report is out, it is time for us to take stock of its recommendations and to formulate as clearly and precisely as we can the ways in which we as classicists can help achieve the goals set for the commonly taught

languages in general as well as the ways in which we as classicists may have divergent, though hopefully complementary, goals of our own to pursue. We need a program to contribute to the ongoing debate and to help shape the course of actions resulting from the Task Forces and the Presidential Commission.

The Task Force report, as might be expected, focuses on the teaching of languages and on the teaching of the contemporary cultures in which the modern foreign languages are currently spoken. There is scant mention of literature, and there is even a certain anti-literary bias. And, further, there is no attention to the humanistic or cultural values that were formulated in the ancient Greco-Roman world and that have sustained so much of the history of Western civilization. This too, was to be expected from the Task Force, with its membership drawn predominantly from the modern foreign language profession. We have Professor George Kennedy to thank for inclusion of mention of Latin at several key places in the report and for inclusion of ideas that the Latin teacher can seize upon with particular ease and comfort. Let me quote the relevant passages:

> --the media and the public have become alarmed at the decline in basic literacy and show an interest in the contribution which the study of Latin or a modern language can make to verbal and reasoning skills in English. (page 1)
> (3) Linguistic and cognitive values. These include awareness of the nature and structure of language, vocabulary building, verbal agility, a more precise understanding of the meaning of words through etymology, and an ability to acquire another new language more quickly and with greater fluency. (page 1)
> "...foreign language study...contributes to basic linguistic skills..." (page 2)
> 16. Further research should be undertaken on the usefulness of foreign languages, including Latin, in elementary and secondary school curricula for developing basic linguistic and reasoning skills. While it is evident that mastery of a second language is immediately useful when one is visiting a country where the language is spoken, Americans are not very clear about how and to what extent the knowledge of a second language has any further utility. Often language study is passed off as a pleasant frill. Research is needed to determine whether and to what extent second-language study enhances verbal aptitude (e.g., does the study of Latin or a modern language increase one's command of English vocabulary? Does the study of another language improve one's command of English grammar? Do certain types of programs and approaches have a greater carry-over effect in this regard than others?). It is also necessary to explore the relationship between second-language study and the development of cognitive skills. (pages 5-6)

The message is clear. A place for Latin alongside the modern foreign languages is justified on the basis of utility and utility alone. Absent are any references to the importance of ancient literature and the cultural and humanistic values that have shaped our Western world and still shape our thoughts, emotions, day dreams, and actions in so many conscious and unconscious ways. As the recommendations of the Task Force are passed on to various professional associations and agencies for implementation and as they are passed on to the Presidential Commission, we must be willing and prepared to capitalize on the utility of the study of Latin. We must be able to demonstrate in rigorous, scientific fashion that the study of Latin "contributes to basic linguistic skills," by 1) increasing the learner's command of his native English vocabulary and grammar, 2) providing a helpful base for a more efficient acquisition of modern foreign languages, and 3) developing or sharpening the student's general reasoning and cognitive skills. We must show that the study of Latin enhances communicative competence.

Now, these utilitarian values of the study of Latin have always been invoked by Latin teachers and curriculum planners but nowhere so effectively and convincingly as by the designers of the elementary school Latin programs that were initiated in Washington, D.C., by Judith LeBovit and have spread from there to Philadelphia, Indianapolis, Los Angeles, and other cities and towns scattered throughout the nation. As Judith LeBovit so effectively put it:

> The chief linguistic goal of the beginning Latin program is to provide, in an effective, systematic form, an understanding of the working of language in general, with particular application to the structure of English... Latin is taught not as self-contained and alien, but as an integral part of language the student has already acquired. Emphasis is on the principles of word formation and their application in working out English, French and Spanish words unfamiliar to the pupil, to help him develop a richer, more powerful vocabulary... (Latin) provides a key to mastery of literate English with its otherwise inaccessible Latin components.

The title of the grant proposal for the Indianapolis elementary school Latin program indicates its utilitarian purpose: "Augmenting Reading Skills through Language Learning Transfer." The title of the Los Angeles elementary school Latin program is "Extending Reading Comprehension Skills through Language Transfer." The authors of the latter program acknowledge that it is not a Latin program in a traditional sense, but rather "one that seeks to improve English skills through Latin." Its goals include "extending the English verbal functioning of children especially through vocabulary building based on Latin roots and affixes, and through the successful manipulation of another language system," and "developing an appreciation of the relationship between Latin and the Romance languages, especially Spanish."

The elementary school Latin programs in Washington, Philadelphia, Indianapolis, and Los Angeles have received much publicity in books, journals, and magazines recently (LeBovit, Masciantonio, Mavrogenes, Sussman, Wexler, Luschnig, and Baca), and are, I am sure, well known to all of you. What you may not realize is that these efforts and the basic problem of declining literacy which they attack are not confined to public schools in our inner city ghettos. The MLA/ACLS Task Force II comments that "some public officials have begun to express concern about the inability of Americans to communicate across language barriers and to understand foreign cultures" (page 1), yet this is only one symptom of a far wider and deeper malaise in our society, which Cynthia Dessen eloquently describes as follows in a proposal for federal funds for an ACL project:

> The recent report of the College Entrance Examination Board, showing a decline of 49 points in the verbal SAT scores over the last fourteen years (1963-77), only confirms what many teachers of English and foreign languages have known for a long time, that Americans are rapidly losing the ability to communicate effectively in their own language. Not only are many Americans no longer aware of the fundamentals of English grammar, they regard all language with indifference or hostility and, after completing their basic education, they feel little need to read and write extensively. In addition to the decline in SAT scores, there are numerous other indications of growing illiteracy, including the steady drop in reading and vocabulary scores at the elementary and secondary school level, the alarming statistic offered by Anderson and Company of New York that the average American spends only 6 minutes a week reading as opposed to 26 and 1/2 hours a week watching television, and the recent finding of HEW that 15% of present high school graduates are functionally illiterate to

> the point of being unable to fill out a simple job application, complete a driver's license examination, or read medicine bottle labels.

Latin teachers even in our prestigious independent schools have had to begin to mobilize their forces to combat this wide-spread teen-age illiteracy. A session at the annual meeting of the National Association of Independent Schools last year was devoted to this subject. The panel was introduced as follows:

> In the past the primary focus has been to prepare students to read the classics in the original language, and certainly this goal remains a valid one. However, in many schools innovative programs are being developed which use Latin as an instrument for teaching the basics of grammar on the primary level. In secondary classes Latin is being employed for remedial purposes. Are those students whom we often are all too ready to shed, who have difficulty with Latin I, perhaps the ones who need Latin the most?

At Saint Ann's Episcopal School in Brooklyn Heights, New York, a private school for gifted children, Sally Midgette began two and a half years ago teaching a course called "An Introduction to Languages," based on a detailed comparative grammar of English and Latin. She describes the course and its offshoots as follows:

> As part of the offerings of the Foreign Language Department, it was initially designed for students who were not ready to take French or Spanish with the rest of the class, because of various learning problems. It was so successful that it is now required of all students before they begin a foreign language, and a separate department (called Language Structures) has been formed this year, with courses on the fourth- and fifth-grade levels which are designed to lead up to this one. (These latter courses deal mainly with basic English language skills, but the goal, as in the sixth-grade course, is to look for structures or regularities wherever possible, and to begin to explore the effects of history on language.) The basic idea of the sixth-grade "Introduction to Languages," which is the core of the program... (is) to give students a conceptual framework for further language studies (based on the categories of traditional English and Latin grammar, but with the sense that these categories are not absolute). This framework can hopefully then represent the beginning of a continuing inquiry into many kinds of linguistic questions; it can enable students to approach the study of a foreign language with confidence; and it can be a tool in their increasingly sophisticated manipulations of their own language.

Judith Chamberlain at the National Cathedral School in Washington, D.C., now teaches a similar Latin-based language-readiness course for 8th graders, called "Language, An Introduction." This is for students who have difficulty grasping any language and for students with learning disabilities such as dyslexia. Marie Wiggs at the Ravenscroft Middle School, Raleigh, North Carolina, another private school, has developed a course for eighth-graders titled "Latin-English Bridge." She presently teaches 83 eighth graders in groups of 20 each, and the purposes of the course are:

> 1) to extend the English vocabulary of students through the study of Latin root words and prefixes, and 2) to increase student ability to classify words as they function in sentences according to traditional grammatical terminology, i.e., subject, verb, direct object, indirect object, and to categorize verbs on the basis of tense, person, and number.

Sister Marie Michael reports that the Latin Department of South Catholic High School in Hartford, Connecticut, "is presently enrolling students for a course entitled 'Latin for English', to be offered next year to students whose reading level is grade seven or lower. This course aims to strengthen English language skills and at the same time provide a taste of foreign language and foreign culture for pupils unable to cope successfully with the usual beginning language courses."

This survey shows that we have a variety of experimental programs operating at various levels in various areas of the country and in different types of institutions. Many of these programs have proven their effectiveness by rigorous testing that shows that greater advances are being made by the pupils in the experimental programs than by matched pupils in control groups not enrolled in the experimental programs. We are thus prepared to carry out the recommendations of the MLA/ACLS Task Force II by disseminating our programs that concentrate on instruction in Latin as a tool for extending the verbal skills of pupils and as a foundation for further language study.

The MLA/ACLS Task Force II sets as one of its goals that "all students in American schools should have the opportunity to study at least one foreign language." This in itself is an ambitious goal. I would suggest that we classicists adopt an equally ambitious goal to be stated as follows:

> GOAL NUMBER I: That all students in American schools should have the opportunity to become acquainted with the Latin language -- its structure and its vocabulary -- as a means of increasing their command of English and as a basis for learning other foreign languages more efficiently.

The most practical way to achieve this goal would be to disseminate the Los Angeles FLES Latin program throughout our elementary schools. And indeed that program is now in its dissemination phase, and it does not require the hiring of new teachers. Plans are already afoot to introduce the program in Arizona. The Los Angeles FLES Latin program is itself an adaptation of the Indianapolis, Philadelphia, and Washington programs to the unique situation in the Los Angeles schools; each community that introduces a new FLES Latin program will have to make its own adjustments. Here above all a "multiple flexible response" is needed. The desired Latin curricular component can, in fact, be injected into various existing curricula such as language arts, English, or foreign languages at a variety of grade levels in the elementary, middle, and junior high schools. The important thing is that the potential of Latin be exploited as at least one way of looking at and understanding language and grammar and as a proven and effective means of combatting the illiteracy or lack of linguistic sophistication so prevalent among our present students.

We can also do much to break down the cultural isolationism of the present generation of students. The MLA/ACLS Task Force II deplores "the inability of Americans...to understand foreign cultures" (page 1). One of the objectives of the Presidential Commission will be to improve communication and understanding with other nations. Here, too, our innovative Latin programs, especially those in the elementary schools, can make a contribution. The Los Angeles program, for example, is designed to broaden "the cultural horizons of children through comparing and contrasting classical civilization with our own." Latin is deliberately used in this program as a bridge to Hispanic culture. Yet, our goals as classics teachers must be placed far beyond the narrow utilitarian ends stipulated by the MLA/ACLS Task Force and the Presidential Commission. We must constantly reassert the broader cultural and humanistic values traditionally associated with the study of classics, and we must keep them alive in our teaching

for each generation of students. Let me quote from an address by Dr. Mayer, president of Tufts University, which was delivered to the Classical Association of New England and printed in the New England Classical Newsletter and the Saturday Review:

> Many of our students are deficient in the elementary skills required to function in any modern society: a proficiency in their own spoken and written tongue and in the ancient language of mathematics. But, if we are to equip students to function well as citizens and as civilized individuals, something more, or something different, is needed. Only by giving them an understanding of our civilization, its roots, and their place in it can we help our students to achieve an understanding of the ways in which our or any civilized society works and an ability to direct it rather than be manipulated by it. In this endeavor I think we shall find that "dead" Greek and Latin are very much alive and well... It may well be that educationists and drafters of curricula will someday evolve a teaching scheme more comprehensive, more inspiring, more sophisticated than a classical education was for us. But it has not happened yet. Until it does, I do not believe we could do better than to return the classics to the place of honor they once occupied in secondary education.

Recently Dr. Lewis Thomas, writing in the New England Journal of Medicine (Volume 298, Number 21, May 25, 1978, pages 1190-1181), has called for a return to a core of classics with classical Greek as its centerpiece in the undergraduate curriculum as an ideal preparation for the professional schools. He comments,

> The loss of Homeric and Attic Greek from American college life was one of this century's disasters. Putting it back where it once was would quickly make up for the dispiriting impact that generations of spotty Greek in translation have inflicted on modern thought. The capacity to read Homer's language closely enough to sense the terrifying poetry in some of the lines could serve as a shrewd test for the qualities of mind and character needed in a physician.

To put our goals here in an all encompassing formulation, I would like to quote the statement by Louise Taft Semple that is used on the undergraduate brochure of the Department of Classics at the University of Cincinnati: "to make vital and constructive in the civilization of our country the spiritual, intellectual and aesthetic inheritance we have received from Greece and Rome." We work toward this goal partly through our courses in Greek and Latin language and literature in the secondary schools and colleges, but increasingly this part of our mission must be carried out through courses or units of study that do not presuppose any knowledge of Greek or Latin on the part of the students. I would like to hazard the formulation of a second goal for our profession:

> GOAL NUMBER II: that all students in American schools should have the opportunity 1) "to come into contact with achievements of great human significance, like the poems of Homer, the concept of democracy in Athens or the architecture of Rome, because of the enrichment that they can bring to their experience," 2) "to grapple with the problems of understanding a culture very different from their own both in its expressed views and attitudes and also in its underlying assumptions and beliefs," and 3) "to recognize the significance of the cultures of Greece and Rome for their own European inheritance."

The wording of this second goal is borrowed from a report issued by the Inspectorate of Schools in England (Classics in Comprehensive Schools: A Discussion Paper by Some Members of Her Majesty's Inspectorate of Schools, 1977, page 3), where well articulated sequences of courses in classical studies requiring no knowledge of Greek or Latin have been introduced for pupils 11 years old and continuing up through the sixth form. Courses of this sort have been taught in our colleges and universities with increasing frequency and sophistication during the past decade, but our offerings of this sort in our schools are haphazard at best. As a profession we need to devote far more attention to this area of the classics curriculum in the schools.

We must also come to the aid of our traditional four to six year Latin sequence in the high schools. It is this that has really suffered in recent years, with such high attrition rates at the end of the second and third years that in New York State, to take a typical example, only 4.6% of the students who begin Latin I can be expected to complete Latin IV. Accordingly, we must make sure that our first two years of Latin study constitute a complete and fully rewarding educational experience in their own right. Then, we must find ways of encouraging more students to continue into the third and fourth years. Some real curricular innovation is sorely needed both in years I and II and in years III and IV. And, finally, we must find ways of encouraging those students who complete the third and fourth years to continue their study of Latin in a comfortably sequential course at the college level. The MLA/ACLS Task Force II calls for development of "realistic proficiency goals by stage of achievement" (page 2). It further calls upon language associations to "develop handbooks which provide a variety of specific curricular models to enable teachers to achieve the proficiency goals for the various stages" (page 2).

We may formulate a third goal for our profession as follows:

GOAL NUMBER III: that as many students in American schools as possible, and particularly college-bound students, should have the opportunity to study the Latin language and its literature in the original in carefully articulated sequences of study extending up to four or six years at the high school level.

This area of our curriculum also needs much more systematic attention than it has received to date.

Finally, I would like to add one additional goal:

GOAL NUMBER IV: that as many students in American schools as possible, and particularly college-bound students, should have the opportunity to study the ancient Greek language and its literature in the original in sequences of study extending up to four years at the high school level.

A selective reintroduction of ancient Greek might indeed follow an expansion of offerings in the classical humanities, for it was the Greek mind far more than the Roman that produced the ideas that are at the roots of our classical humanistic heritage.

Now, how are we going to work toward the achievement of our goals? Again, I would suggest that we need a "multiple flexible response." First, we need a reasonable consensus within our own profession in formulating our goals. Then, we need to work with the MLA/ACLS Task Force II in implementing the goals that we share in common with those that the Task Force has stated for all the commonly taught languages. Then, we need to communicate our concerns and goals to the Presidential Commission and follow through by cooperating with whatever recommendations the

Commission makes that harmonize with our own goals. But, at the same time we must put our own house in order. We must locate our own sources of energy and leadership within our own profession, organize ourselves, and plan and carry out our own strategies for attaining our stated goals. Cooperation with the leaders of the modern foreign language profession is absolutely essential if there is to be any success in the effort to reverse the dreadfully negative attitude toward foreign language study prevalent in the US today as revealed in the shockingly low 8.9% of students enrolled in colleges studying modern foreign languages and a nearly negligible .245% studying Latin. But, it is equally essential that we organize ourselves as a profession of classicists, make our own voice heard, articulate our own goals, and act vigorously to realize those goals.

Our professional associations must take the lead in these efforts. During the past two years the American Classical League has established a number of committees to address the issues central to each of the goals that I have stated here today. The committees can be grouped as follows:

I. Committees addressing our first goal:
   1) Committee on Latin and Basic Language Skills
   2) Committee on Classics in the Great Cities' Schools

II. Committees addressing our second goal:
   1) Committee on Ancient History in the Secondary Schools
   2) Committee on Classical Humanities in the Elementary Schools
   3) Committee on Classical Humanities in the Secondary Schools

III. Committees addressing our third goal:
   1) Committee on Curriculum Models (yet to be appointed for 1978-1980)
   2) Committee on Materials (yet to be appointed for 1978-1980)
   3) Committee on Individualized Instruction
   4) Committee on the Direct Method (yet to be appointed for 1978-1980)
   5) Committee on the ACL/NJCL National Latin Exam
   6) Committee on the CEEB Latin Achievement Test

IV. Committee addressing our fourth goal:
   1) Committee on Greek in the Secondary Schools

The success of the work of these committees depends to a large extent on effective communications with the members of our profession. The ACL Publications Committee has been at work in this area. It is working to make The Classical Outlook more responsive to the needs of the working committees and the needs of our active classroom teachers. The Publications Committee has recommended publication of a Newsletter for the speedy dissemination of timely news. It has authorized publication of an annual ACL Report containing full documentation of all the activities of the League including detailed reports of all its committees, and it has authorized publication of an ACL Directory of Classical Organizations to facilitate communication among the increasingly numerous and increasingly active classical associations in our country and abroad.

Two other committees are also helping with the problem of communications. First, the Publicity Committee will seek means of publicizing our goals and activities more effectively within our profession itself, to allied professional groups, and to the wider public through the national media. Second, the National Committee for the Promotion of Latin in the Schools will attempt to coordinate the efforts being made by regional, state, and local associations to promote the study of

Latin, Greek, and classical humanities in the schools at all levels. The work of this Committee will be aided by a National Coordinating Office located in our Department of Classics at the University of Massachusetts in Amherst. The structure and activities of the National Committee and the National Coordinating Office are outlined on the hand-out sheets. The success of the work of the National Committee and the National Coordinating Office will depend on the extent to which we can reach down to the grass roots level in each state and in each identifiable local area within each state. My own state of Massachusetts has never had a state classical association. But, things are now beginning to move. Our regional classical association (CANE) created a regional promotional committee titled the Public Information Committee which in turn has state sub-divisions. Our Massachusetts state sub-division met in September of this year (1978) and set to work dividing up the state into eight identifiable and manageable areas with a high school and a college representative responsible for each area. These people will be responsible for gathering the Latin teachers within their areas into local classical associations, and each of these local associations is being asked to locate the successful Latin programs within its area and to identify the problems that require attention. We want to know the profile of the Latin and classics programs presently in operation, and we want to know what schools that do not presently offer Latin or classics would be good targets for efforts to install new programs. These efforts and further efforts to improve the curriculum and quality of instruction in existing programs must be undertaken at the local level and be guided by the local classical associations. But, without a state association to organize, guide, and spur the local associations, little if anything would actually be done at the local level. Each level of association should interlock with the one above it, with all of the associations contributing what they can most appropriately contribute at their own levels to the shared and ongoing task of promoting the study of classical antiquity in our schools and thereby enhancing the communicative competence and the cultural sensitivity of our students. The time is ripe with national attention being focused on foreign language study in American schools by the MLA/ACLS Task Forces and the Presidential Commission on Foreign Language and International Studies. Let no one say that we are not ready to accept the challenge of our times, put our collective professional house in order, and move forward toward the attainment of our stated goals.

--Gilbert Lawall
President, ACL
A talk delivered to the Classical
Association of the Empire State
October 22, 1978

ACL: THE STATE OF THE LEAGUE

Officers of the

American Classical League

1978-1980

President, Gilbert Lawall, of the University of Massachusetts, Amherst 01003; *Vice-President*, Elizabeth Hunter, of the Forrest High School, Jacksonville, FL 32210; *Immediate Past President*, Robert Wolverton, of Mississippi State University, Mississippi State, 39762; *Secretary*, Mrs. Lenora Thorsen, of the Putnam City West Senior High School, Oklahoma City, OK 73127; *Treasurer and Director of the Teaching Materials and Resource Center*, John A. Dutra, of Miami University, Oxford, OH 45056; *Editor* of The Classical Outlook, John Rexine, of Colgate University, Hamilton, NY 13346; *Honorary Presidents*, Van Johnson, John Latimer, Norman Pratt, William Seaman, and Robert Wolverton; *Honorary Vice-Presidents*, Konrad Gries, Estella Kyne, Mrs. Lois Larson, Lillian Lawler, Henry Montgomery.

Agenda and Minutes of Council Meeting

Atlanta Hilton Hotel: Atlanta,Georgia

December 29, 1977

AGENDA

A. Minutes of June, 1977 Council Meeting: Lenora Thorsen.

B. Reports of Officers:

1. Jack Dutra, Treasurer.
2. Jack Dutra, Director of Teaching Materials and Resource Center.
3. Bob Wilhelm, Placement Service.
4. John Rexine, Editor, The Classical Outlook.
5. Mary Ann Burns, Vice-President: program for 1978 Institute.
6. Joan Myers, Administrative Assistant.
7. Gil Lawall, President.

C. Reports of Committees (brief reports by chairmen or committee members):

1. David Levy, NJCL.
2. Bobby LaBouve, Publications.
3. Arlene Silness, Scholarship.
4. Doris Anderson, Membership.
5. Sheila Dickison, Committee on Ancient History in the Secondary Schools.
6. Elizabeth Seittelman, Committee on Classical Humanities in the Elementary Schools.

7. Richard Scanlan, Committee on Classical Humanities in the Secondary Schools.
8. Rudolph Masciantonio, Committee on Classics in the Great Cities' Schools.
9. Lorraine Strasheim, Committee on Curriculum Models and Materials.
10. Edward Phinney, Committee on Greek in the Secondary Schools.
11. Edward George, Methodology Committee A: Latin and Basic Language Skills.
12. Dennis Kratz, Methodology Committee B: Individualized Instruction.
13. Glenn Knudsvig, National Examinations Committee: Subcommittee A: CEEB Latin Achievement Test.
14. Jane Hall, National Examinations Committee: Subcommittee B: ACL/NJCL National Latin Exam.
15. Gilbert Lawall: ACL/CAAS Committee on Promotion of Latin in the Schools.

D. New Business:

1. New Committees:

   Methodology Committee C: The Direct Method.
   Teacher Training.
   Affirmative Action.
   Promotion of Latin in the Schools.

2. ACL Institute 1979: location.
3. Mark F. Schapler Memorial Fund.
4. Copyright of ACL, JCL names.
5. Proposal to raise annual dues to $10.00.
6. Request for endorsement of construction of Pompeiian house to be undertaken by Pompeiiana, Inc.
7. The question "Why?" A statement of purpose.
8. Proposed amendments to the ACL constitution.
9. Proposed By-Laws.
10. Other.

MINUTES

The meeting of the American Classical League was called to order at 4:00 p.m. in South Wing A of the Atlanta Hilton Hotel.

Those in attendance included: Bernard Barcio, Director, Pompeiiana, Inc.; Lillian Barcio, Secretary, Pompeiiana, Inc.; Mary Ann Burns, ACL Vice-President; Bill Napiwocki, President, Illinois Classical Conference; John A. Dutra, ACL Treasurer; Antoinette Brazouski, Secretary-Treasurer, Chicago Classical Club; Raymond L. DenAdel, Eta Sigma Phi Executive Secretary; Roy E. Lindahl, Jr., Eta Sigma Phi Secretary-Treasurer alternate; Edward Phinney, Chairman, Committee on Greek; Judith Lynn Sebesta, Member, South Dakota; John L. Brinkley, Secretary, Classical Association of Virginia; Robert W. Carrubba, APA; John E. Rexine, Editor, CO; Konrad Gries, Honorary Vice-President; Thomas L. Cracas, CANE; Dennis M. Kratz, Chairman, Methodology Committee B; Raymond V. Schoder, SJ, proxy for LeeAnn Smoley, Illinois Classical Conference; A. Dwight Castro representing R. Masciantonio, President, Pennsylvania Classical Association; Elain K. Carleton, proxy for Samuel Carleton, Treasurer, CAPN; Edward George, CASUS; Gerda Seligson, Michigan Classical Conference; John F. Latimer, Washington Classical Society; Charles Speck, guest; Lenora Thorsen ACL Secretary; Gilbert Lawall, ACL President. A voting proxy for William Read was presented, naming Tom Cracas as the voting agent.

The President stated that at 4:00 p.m. the buses would be leaving for the Agnes Scott College reception and that the meeting should be terminated by that time.

The minutes of the 1977 Council meeting in Carbondale, Illinois which had been mailed to the membership were presented for approval. Tom Cracas advised that in the report of the finance committee the discussion should be termed "the views" of the finance committee rather than a report. The minutes were checked and found that the Secretary's report contained the wording "views." It was moved and seconded that the Secretary's report be accepted as received in the mail. The motion passed.

Tom Cracas asked if there had been any action taken by the Executive Committee since the meeting at Carbondale. Gilbert Lawall responded that some action had been taken, but it was not a matter of record in the Carbondale report. In answer to Tom's question of whether or not the action would be recorded, the answer was in the affirmative.

The Treasurer's report was called for. Before the report Tom Cracas moved that at this point the rules be suspended that interfered with the consideration of the proposed constitutional amendments.

The President advised the Council that matters of parliamentary procedure would be turned over to the Secretary. The Secretary stated that she believed that unless there was a proviso for the suspension of rules in the constitution, such a motion was out of order. The chair so ruled. Tom Cracas appealed from the decision of the chair. He was asked to state his appeal. Tom stated that the ruling was improper and read from Roberts Rules of Order that the agenda may be changed by a 2/3 vote of the members voting. The motion to suspend the rules was seconded. In the discussion that followed, Tom gave as his reason for the motion that the amendments to the constitution were a very important piece of business and needed to be given proper consideration. The President commented that he would prefer that the constitutional amendments be divided into two groups, those which were controversial and those which were not. He proposed that the controversial amendments be delayed for consideration until the next meeting of the Council in San Diego. He reminded the Council that there was a full agenda for the meeting. He called for a delay in the consideration of all of the proposed amendments until called for on the agenda.

In the discussion that followed, the urgency of the constitutional amendments being proposed was questioned. The President felt there was urgency about only one amendment, which he wished to bring up at the appropriate time on the agenda. Mary Ann Burns stated that the work that the committees were carrying on and the reports of these committees were perhaps more important and more a part of ACL's job than the technicalities of the constitution.

The President called for the question and stated that the voting would be by ballot. He reminded the Council that a 2/3 vote was required to pass the motion and 17 votes constituted the 2/3 majority. The motion failed to pass with a vote of 11 No and 10 Yes.

The following Treasurer's report was given by Jack Dutra. The total cash assets, excluding the Endowed Halligan scholarship and the Endowed Arthur Patch MacKinlay Fund, stand at $58,006.70. The Halligan Fund stands at $11,163.61, an increase of $307.24. The Arthur Patch MacKinlay Fund now stands at $7082.14. A dividend of approximately $3,000.00 should be received by February. Membership receipts are down from this time last year by $541.41. Material sales

stand at $20,505.14 as against $16,364.38 last year, for an increase of $4,140.76. ACL receipts (excluding cash dividends) stand at $39,948.95 versus expenditures of $38,894.72 for a balance of $1,054.23. JCL assets stand at $22,434.55 versus $22,612.93 last year, a decrease of $178.38. Progress continues on the compilation of the In-House Financial Report. A 1977-78 budget for The Classical Outlook has been established by the Treasurer and is in use. This report was for the last half of 1976 and the first half of 1977.

Jack asked for the approval of the purchase of a new A.B. Dick Platemaker for the office. Tom Cracas moved that the ACL authorize this expenditure. The motion was seconded. Motion passed. Gilbert Lawall complimented Jack Dutra on his report and on the increase of sales of materials.

The report on the Placement Service was not given due to the absence of Bob Wilhelm.

John Rexine reported on the CO. He would like to issue the CO five times a year. He hopes to include more variety and feels that the CO should get more advertising. Changes will be made in the format, some of which have been suggested by the readers.

Mary Ann Burns gave a report on the next Institute which will be June 21 through 24 at San Diego State University. The co-chairmen are Patricia Wickhem of Polytechnic High School and Dick Trapp of San Francisco State University. The tentative program includes a certamen demonstation by CJCL and scenes from Euripides presented by the Classics Department of UCLA. There will also be workshops similar to those held at the Institute at Carbondale. A gala fiesta in Tijuana is planned which will include a banquet, observing the jai alai games, and time to browse and see Mexican art. The approximate cost for the Institute, including room, meals, registration, and the fiesta will be $75.00. Tours following the Institute are planned for those who wish to stay longer. The ACL Institute will meet in conjunction with the California Classical Association, Southern Section spring meeting.

Joan Myers, Administrative Secretary had mailed in the following report. Since the deletion of almost 8,000 obsolete names from the mailing list, about 1500 new names have been added. The September mailing went to 9921 people. Since September about 850 subscriptions have been entered for the '77-'78 year. Since June the office has produced 10 different booklets. UPS is being used as a postal service, and no packages have been lost by them. Between September and mid-November, 1281 packages were shipped via UPS. To date 350 JCL chapter have been enrolled. Two issues of TORCH:U.S. and one issue of NJCL HIGHLIGHTS have been sent out in addition to two questionnaires for NJCL and one additional mailing to all ACL members.

The President distributed copies of the Presidential Report and called attention to two items. Item #4 states that he completed ACL DIRECTORY OF CLASSICAL ORGANIZATIONS AND ORGANIZATIONS OF INTEREST TO CLASSICS TEACHERS. Distribution is at $5.00 per copy, which includes up-dates in January and April, 1978. Item #10 states he has completed the ACL REPORT, which is now ready for distribution at $2.00 per copy.

David Levy was not present, and there was no report from NJCL.

Bobby LaBouve was not present, and there was no report from the Publications Committee.

Arlene Silness was not present to give the Scholarship report. However, Gilbert Lawall reported that the deadline for submitting applications for scholarships will be March 1, 1978. Application forms will be sent early in January. Several scholarships will be available, and the committee will decide the financial needs after a review of each case.

There was no report from the Membership Committee.

Sheila Dickison, Chairman of the Committee on Ancient History in the Secondary Schools, in a paper read during the morning session advised that two surveys have been taken on what is being done in this area. One was at Tallahassee during the NJCL convention and showed that 50% of the schools have ancient history courses. The second survey was conducted through the ACL and showed ancient history being taught in a greater number of schools. Gilbert Lawall suggested that this committee become involved with the 1979 Institute planning in remembrance of the destruction of Pompeii.

The Committee on Classical Humanities in the Elementary Schools had mailed in a report. The year's activities are twofold. First, they will review the Cambridge School Classics Project's material for the study of classics in the elementary schools with a view to possible adaptation and use in the elementary schools in the United States. A workshop is then proposed at a regional association to familiarize American teachers of the classics with the scope, sequence, and potential application of the British materials. Also, a national survey is being conducted of elementary school programs in classical humanities to determine the nature of these programs, the needs and interests of various communities, and the committee's possible service based on the findings of the survey.

Richard Scanlan had nothing further to add to his previous report on Classical Humanities in the Secondary Schools.

Rudolph Masciantonio wrote that the Committee on Classics in the Great Cities' Schools has prepared a final copy of a white paper on Latin and the classics in urban schools and of his brochure A CALL TO ACTION and is disseminating these materials through the Teaching Materials and Resource Center. These materials will also be sent to all the Chicago public schools as a promotional effort. The University of Michigan has reprinted Masciantonio's recent article in Foreign Language Annals and distributed it to all teachers in Michigan.

Lorraine Strasheim's report on Curriculum Models and Materials was distributed. The report reviewed the criteria set for accepting material and stated that the first group of materials submitted proved unusable. Miss Strasheim submitted some of her materials and four sets were identified as usable. The response of teachers was positive and enthusiastic. Despite the fact that the Committee was somewhat depressed by the dearth of readily adaptable teaching materials, the signs are that the Committee's goals do reflect teachers' needs and interests. Recently three excellent sets of materials have been submitted, boding better tidings for the next report.

Edward Phinney, Chairman of the Committee on Greek in the Secondary Schools reported that a newsletter will be sent out next month and work is being done on a draft of a syllabus for high school teachers. It is hoped that this draft will be ready by June.

Edward George reported that the Methodology Committee A (Latin and Basic

Language Skills) had as its aim to organize and circulate information concerning Latin and literacy. His report included the articles, booklets, and workshops which the committee has planned or completed. The jobs yet to be done include support for the committee in its stand that today's student needs the skills developed by the study of Latin. He stated that the committee would have an open meeting on Friday at 1:30 with detailed reports on projects.

Dennis Kratz reported that the Methodology Committee B: Individualized Instruction had found widespread interest in individualized instruction and has identified several strong programs which can serve as models for instructors desiring to introduce programs in their own institutions. The next task of the committee will be to make known to as many members of the profession as possible the nature of individualized instruction and its potential not only for improving the quality of instruction but also for increasing enrollments. He stated that a detailed statement will be forthcoming in early 1978. This will detail some of the models for individualized instruction that are available to interested people.

The report of Glenn Knudsvig, National Examinations Committee: Subcommittee A: CEEB Latin Achievement Test, was distributed. The committee had recommended that (1) the scores obtained on Achievement Tests in different subject areas after the same number of years of study should be more nearly comparable, and (2) new forms of the LAT should be developed such that the test becomes attractive and useful to a larger and more heterogeneous student population. These recommendations will now be acted upon by a Latin Achievement Test Development Committee which was appointed by the College Board in August, 1977. The third recommendation was that the spring test date was to be restored for the 1976-77 school year. The CEEB will conduct tryouts in a number of schools throughout the country in spring '78. Detailed report available at the 1978 Institute.

Jane Hall was not present. John Latimer made the report on the National Examinations Committee: Subcommittee B: ACL/NJCL National Latin Exam. He stated that the tests had been sent to the press and that they will be given the middle of March.

Gilbert Lawall reported that he organized and attended a meeting of Presidents and Secretary-Treasurers of the classical organizations and that a further meeting of this group was planned.

New Business

The President proposes to organize the following new committees: Methodology Committee C: The Direct Method; Teacher Training; Affirmative Action; and Promotion of Latin in the Schools.

The President called attention to the fact that no invitation had yet been received to host the ACL Institute for 1979.

The Mark F. Schapler Memorial Fund will award a book award for the winner, or the runner up, or the person with the most financial need in the competition for the SCL scholarship.

The JCL is investigating the copyrighting of ACL and JCL names. Those names considered for copyright include: National Latin Examination, Certamen, and TORCH: U.S. The copyright would be in the name of ACL and cost would be borne by JCL.

The matter of raising ACL dues to $10.00 was discussed. It was moved and seconded that the ACL dues be raised to $10. Motion carried.

Bernard Barcio, representing Pompeiiana, Inc. requested a letter from ACL endorsing the aims and goals of his organization. He had spoken to the Institute at Carbondale, but no formal action was taken at that time. Tom Cracas recommended that the purposes might be endorsed but not the construction of the Pompeiian house. The President suggested that at some future time Pompeiiana, Inc. might consider merging with the ACL in the projected plans of the future. The purposes were discussed to ascertain that there was no duplication of purpose, particularly in the distribution of materials. Edward George moved that the President of ACL write to the Director of Pompeiiana, Inc. a letter of endorsement of the charitable and educational purposes as outlined on pages 3 and 4 of the Pompeiiana brochure. The motion was seconded and passed.

The President circulated a statement answering the question of why study the classics and Latin. He requested that any member of the ACL who knew of or had formulated his own statement forward it to him. He hopes to have a small booklet containing a variety of answers to this question.

The President asked the Council to consider a particular proposed amendment to the constitution, Article V Elections and Terms of Offices A. Officers. He proposed that the second sentence of the second paragraph be changed to read, "Officers may succeed themselves, but only the treasurer may serve more than two consecutive terms in the same office. The treasurer may serve up to four consecutive terms." He stated that this should not be a precedent for any of the other offices. Dennis Dratz moved that only the sentence "The Treasurer may serve up to four consecutive terms." be accepted. The motion was seconded.

Tom Cracas moved that the previous motion be postponed indefinitely. The motion was seconded. The degree of urgency was discussed. The President stated that if the motion were passed at this meeting, it would allow the present Treasurer, Jack Dutra, to stand for reelection this spring. Tom Cracas felt that this would keep more members from taking part in the leadership of the orgainization. He felt that the entire constitution should be considered for such items as general accountability. It was pointed out that if the constitution were going to be revised anyway, there should be no objection to passing this motion. Question was called for. The vote was taken. The motion to postpone was defeated.

The motion concerning the term of the Treasurer was brought to a vote. After a voice vote the Chair declared the Ayes had it.

There was a motion to adjourn.

Tom Cracas moved that a committee be established to review the present constitution of ACL and to recommend the revision thereof and that such committee consist of---

The motion was interrupted to remind Tom Cracas that the motion to adjourn overrides any other motion. The motion to adjourn was seconded and the question called for. The vote was a voice vote. The Chair declared the Ayes had it. A show of hands was requested on the vote to adjourn. There were 9 Ayes and 6 Nays.

The meeting adjourned with the recommendation by the Chair that Mr. Cracas present his motion to the Council at the next meeting.

Respectfully submitted,

Lenora Thorsen, Secretary

Agenda and Minutes of Council Meetings

San Diego State University

June 21 and 23, 1978

AGENDA

PART I: Reports on Activities of the League in 1977/1978. Wednesday, June 21, 4:00-5:30 p.m.

A. Credentialing of members of Council.

B. Election of parliamentarian.

C. Minutes of December, 1977 Council Meeting: Lenora Thorsen.

D. Reports of officers.

1. Jack Dutra, Treasurer.
2. Jack Dutra, Director of Teaching Materials and Resource Center.
3. Bob Wilhelm, Placement Service.
4. John Rexine, Editor, The Classical Outlook.
5. Mary Ann Burns, Vice-President.
6. Joan Myers, Administrative Assistant, Business Manager for CO.
7. Gil Lawall, President.

E. Reports of committees.

1. Gil Lawall, Executive Committee.
2. Ray Den Adel, Nominating Committee.
3. David Levy, NJCL.
4. Bobby LaBouve, Publications.
5. Arlene Silness, Scholarship.
6. Doris Anderson, Membership.
7. Sheila Dickison, Committee on Ancient History in the Secondary Schools.
8. Elizabeth Seittelman, Committee on Classical Humanities in the Elementary Schools.
9. Richard Scanlan, Committee on Classical Humanities in the Secondary Schools.
10. Rudolph Masciantonio, Committee on Classics in the Great Cities' Schools.
11. Lorraine Strasheim, Committee on Curriculum Models and Materials.
12. Edward Phinney, Committee on Greek in the Secondary Schools.
13. Edward George, Methodology Committee A: Latin and Basic Language Skills
14. Dennis Kratz, Methodology Committee B: Individualized Instruction.
15. Glenn Knudsvig, National Examinations Committee: Subcommittee A: CEEB Latin Achievement Test.

16. Jane Hall, National Examinations Committee: Subcommittee B: ACL/NJCL National Latin Exam.

F. Reports from other organizations.

1. Meetings of Secretary/Treasurers of Classical Associations.
2. ACTFL.
3. CCA:NS.
4. ICC.
5. PCA.

G. Setting up of discussion groups to report to Council on Friday on topics set forth in Part II of the Agenda. The following discussion groups will be needed. Discussion leaders are designated in cases where the appropriateness of a particular person is obvious. Discussion leaders will form their own discussion groups from participants in the Institute. The Vice-President will aid discussion leaders in forming their discussion groups and in scheduling times and places for the groups to meet. Each discussion leader will be expected to bring a written statement to the Council Meeting on Friday, duplicated in enough copies for all members of Council and guests. Preliminary statements may be distributed by discussion leaders to all in attendance at the Institute prior to Friday for feedback to the discussion group. A list of discussion groups and their leaders will be distributed to all in attendance at the Institute.

Discussion Groups:

1. Policy statement for operation of the League's Central Office: Joan Myers.
2. Policy statement for handling of the League's finances and the budgeting and investing of the League's financial resources: Jack Dutra.
3. Policy statement on the nature, contents, and format of The Classical Outlook, and the nature, contents, accession, and review of pedagogical materials to be distributed through the TMRC and other publications to be produced or sponsored by the League: Bobby LaBouve.
4. Policy statement on the operation of the Placement Service: Bob Wilhelm.
5. Policy statement on the awarding of funds from the Arthur Patch McKinlay Scholarship Fund: Arlene Silness.
6. Guidelines for activities of JCL and SCL: Donna Gerard.
7. Guidelines for planning an Annual Institute: Mary Ann Burns.
8. New ad hoc committees: see Part II, E. 1-7. This discussion group would discuss the need for these committees, the charges to them, and their make-up and leadership: _____.
9. Constitutional revision and bylaws: _____.
10. Concerns expressed by Thomas Cracas: see Part II, F. 3: _____ _____.
11. Regional committees for the promotion of Latin in the schools and a coordinating office: _____.
12. Priorities and Goals for the promotion of Latin and classics in the schools: _____.
13. Proposals for NEH Secondary School Programs: _____.
14. Cooperation with the MLA/ACLS Language Task Forces and the President's Commission on Foreign Language and International Studies: _____.

PART II: Planning for the Future of the League. Friday, June 23, 9:00 p.m.-12:00 p.m.

A. Consideration of policy statements containing guidelines for activities of the League.

1. Operation of the League's Central Office.
2. Handling of the League's finances and the budgeting and investing of the League's financial resources.
3. The nature, contents, and format of The Classical Outlook and the nature, contents, accession, and review of pedagogical materials to be distributed through the TMRC and other publications to be produced or sponsored by the League.
4. Operation of the Placement Service.
5. Awarding of funds from the Arthur Patch McKinlay Scholarship Fund.
6. Guidelines for activities of JCL and SCL.
7. Planning of Annual Institute.

B. Appointments or reappointments of officers.

1. Appointment of Business Manager for CO.
2. Appointment of Editor of CO.
3. Appointment of Director of TMRC.

C. Membership and chairmanships of standing committees.

1. Program Committee.
2. Publications Committee.
3. Membership Committee.
4. Committee on Junior and Senior Classical Leagues.

D. Status, chairmanship, and membership of ad hoc committees.

1. Committee on Ancient History in the Secondary Schools, present chairman Sheila Dickison.
2. Committee on Classical Humanities in the Elementary Schools, present chairman Elizabeth Seittelman.
3. Committee on Classical Humanities in the Secondary Schools, present chairman Richard Scanlan.
4. Committee on Classics in the Great Cities' Schools, present chairman Rudolph Masciantonio.
5. Committee on Materials, present chairman Lorraine Strasheim.
6. Committee on Greek in the Secondary Schools, present chairman Edward Phinney.
7. Methodology Committee A: Latin and Basic Language Skills, present chairman Edward George.
8. Methodology Committee B: Individualized Instruction, Dennis Kratz.
9. National Examinations Committee: Subcommittee A: CEEB Latin Achievement Test, present chairman Glenn Knudsvig.
10. National Examinations Committee: Subcommittee B: ACL/NJCL National Latin Exam, present chairman Jane Hall.

E. Proposed new ad hoc committees.

1. Budget and Investment Committee.
2. Committee on Affirmative Action.
3. Committee on Classical Humanities in the Two-Year Colleges.
4. Methodology Committee C: The Direct Method.

5. Outstanding Achievement Committee.
6. Publicity Committee.
7. Teacher Training Committee.

F. Proposals for administrative and structural changes.

1. Copyright of names.
2. Constitutional revisions and bylaws.
3. Concerns expressed by Thomas Cr:cas: a) "prudent and proper" handling of ACL monies, b) "protection from potential legal actions" and the question of whether ACL should become incorporated.

G. The role of ACL in the promotion of Latin and classics in the schools.

1. Regional committees for the promotion of Latin in the schools and a coordinating office.
2. Priorities and goals for the promotion of Latin and classics in the schools: a) FLES Latin, b) classical humanities in the schools, c) reviving the four-year Latin sequence.
3. Proposals for NEH Secondary School Programs.
4. Cooperation with the MLA/ACLS Language Task Forces and the President's Commission on Foreign Language and International Studies.

MINUTES

The Council Meeting of the American Classical League was called to order at 4:30 P.M., June 21, 1978 by the President. Those in attendance were: Gilbert Lawall, President ACL; Mary Ann Burns, Vice-President ACL; John A. Dutra, Treasurer of ACL and Director of Teaching Materials and Resource Center; Joan Myers, Administrative Assistant ACL; Lenora Thorsen, Secretary ACL; Robert Carrubba, APA; Phyllis Winquist, CAAS, New York Classical Club, NJCA, and Vergilian Society; Ed Phinney, CANE; LeeAnn Smoley, Illinois Classical Conference; Raymond den Adel, Eta Sigma Phi, Vergilian Society; Judith Lynn Sebesta, Eta Sigma Phi; Edward V. George, Classical Association of Southwestern U.S.; Mary E. Finnegan, CANE and NHCA; John C. Rouman, TCNE; Donna Gerard, NJCL; Frank O. Copley, APA; Glenn M. Knudsvig, Michigan Classical Conference; Sheila K. Dickison, CAMWS; Bobby LaBouve, Texas Classical Association; William A. Read, CAPN; Elizabeth Hunter, Vice-President elect ACL; Ethel Van Tassel, CCA-North; Christine Sleeper, Classical Association of Virginia; Virginia Barrett, CCA-South; Jane Hall, Washington Classical Society.

The credentials for the members were taken care of by means of the sign-in sheet.

The Secretary's minutes of the June, 1977 meeting of the Council were distributed and approved.

The President called attention to the recording of the voting procedure for the office of Treasurer as carried on in the meeting at Atlanta. He stated that the voting on the motion concerning the term of Treasurer had been challenged. A motion was made to ratify the previous motion which was "Article V-Elections and Terms of Officers A. Officers the sentence be added 'The Treasurer may serve up to four consecutive terms'." The motion to ratify stipulated the voting by show of hands. The motion was made by Raymond den Adel and seconded by Edward V. George. There were 28 possible votes and 20 were affirmative. The motion passed.

Jack Dutra distributed copies of the financial report and stated that the total receipts had increased over 1977. The ACL received a special request of $5000. The sales of materials had increased and there was an increase in the spending for materials. The membership showed a decrease in money and members, but it seemed to be leveling off. The Placement Service revenue was down to $290 compared with $410 last year. The cost of Postal Service increased in 1978. The information on CO is not yet complete. The JCL salary is larger because more salary is being prorated as to time spent.

Jack Dutra moved that interest from the money bequeathed from the estate be applied equally to the defraying of expenses for the Executive Committee. The motion was seconded and passed unanimously. The report of the Treasurer was accepted. The President thanked Jack Dutra and Joan Myers for their hard work.

Jack Dutra gave the report of the Teaching Materials and Resource Center. This last year 12 new materials were listed. There was a rise in revenue because more material was ordered. The major equipment authorized by the Council was purchased. A Remington electric typewriter was purchased at a cost of $700. A new envelope sealing machine was also purchased. This report was accepted as presented.

In the absence of the Director of the Placement Service, Jack Dutra gave that report. The total registration during the 1977-78 year was over 100 applicants. As of June 1, 1978, there were 91 applicants registered with the Placement Service. Only three candidates replied to a request for information. They had obtained a position through the Placement Service. The report was accepted as presented.

In the absence of the Editor of The Classical Outlook, his written report was distributed. The new Editor enumerated some of the problems encountered in the transition period to the new Editor. Judith Lynn Sebesta of the University of South Dakota has been appointed poetry editor and will be responsible for the refereeing, selecting, and editing of the poetry, both in English and Latin. It was also suggested that Joan Myers be officially named the Business Manager. The report was accepted.

The report of the Vice-President was read by the President. It read as follows: "The Vice-President has two duties: 1. to act for the President when the latter is absent and 2. to serve as the chairman or to designate the chairman of the Program Committee for the Annual Institute. I have managed to take care of both duties with a minimum of effort." Report was accepted.

Joan Myers as Business Manager of The Classical Outlook gave the following report. There was a total of 13 advertisers for Volume LV of The Classical Outlook, of which 6 advertised in one issue. So far $480 has been received for ads for Volume LV compared with $977 received for last year's volume. With bi-monthly publication we need to have a larger list of clients using the service than was needed with the monthly publication schedule. This report was accepted.

Joan Myers in her report as Administrative Secretary presented a copy of the letter from the attorney regarding ACL and its organizational structure with comments concerning the advisability of becoming a corporation. The incorporation would require the changing of the constitution to provide for elected trustees. Joan also called attention to the fact that Judith Redman would be leaving as secretary and a new one must be found. The report was accepted.

The two parts of the President's report were distributed. The first part included activities from June to December, 1977 and the second from January to June, 1978. The report included the information that the ACL Directory of Classical Organizations and Organizations of Interest to Classics Teachers had not only been completed, but had also been updated. The ACL Report had been completed and was available for distribution. The report was approved as presented.

The report of the ACL Executive Committee was distributed which listed the matters about which communication was carried on with members of the Executive Committee. The President stated that at some point in the Institute the consideration of incorporating ACL should be discussed. If ACL decides to incorporate then there must be a genuine board of directors which would be obliged to meet once a year and that would be a step toward affording legal protection. It was decided to discuss this matter in one of the group discussions. Report was accepted.

Raymond den Adel made the report of the Nominating Committee and advised that the report had been mailed to each member in the form of a slate and the candidates were voted upon. President Gilbert Lawall, Secretary Lenora Thorsen, and Treasurer Jack Dutra were reelected. The Vice-President was not eligible for reelection and Elizabeth Hunter was elected Vice-President. The members of the Nominating Committee as well as those who ran for office were thanked by the Executive Committee.

The report for NJCL was given by Donna Gerard. She stated that NJCL was striving to do more for the state and chapter level, other than putting on the National Convention. The main thrust of NJCL is to promote Latin and JCL. The following publications were issued: 4 issues of Torch: U.S. and 4 issues of JCL Highlights. Thirty-two states have state conventions some of which have as large attendance as the national. The NJCL is trying to get a stamp issued. At present the membership is 29,010 in 842 chapters. The Convention Chairman Rhea Miller has resigned. June LeRay, Co-Chairman of the Contest Committee, will become Convention Chairman and a new Contest Co-Chairman will be elected in August and the name will be submitted to the ACL for approval.

Bobby LaBouve reported that the Publications Committee has been working on developing a policy for TMRC and a policy statement for CO, and this work will be continued during the group discussions.

Arlene Silness, Chairman of the Scholarship Committee, reported that there were 36 applications submitted for this year's Arthur Patch MacKinlay scholarships. Two were disqualified because they did not meet the requirements, and one grant awarded was refused because of a more substantial offer. Thirteen grants amounting to $8,100 were awarded. (For list, see report of Scholarship Committee.)

This report was approved as presented.

President Lawall announced that the Chairman of the Membership Committee, Doris Anderson, passed away last spring. He asked for suggestions for organizing a concerted drive to increase membership. He expressed the hope that some solutions would be found during discussions at the Institute.

Sheila Dickison, Chairman of Committee on the Teaching of Ancient History in the Secondary Schools, reported that according to the surveys she has made, ancient history is comparatively strong and healthy in private schools. In those public schools which offer ancient history, the social studies or history departments usually teach it as a part of a general survey. In the two surveys

made by the Committee it is striking that Latin teachers are often the only gateway to the ancient past. In compliance with requests received as a result of the surveys sent out, the Committee believes that the following should be generated: 1. an annotated bibliography of texts and other materials currently available, 2. information on new ways to teach Ancient History, and 3. a brochure on the value of ancient history in the school curriculum for administrators. The Chairman requested that this Committee remain in existence for the next two years. Report was accepted.

The progress report of the Committee for the Study of Classical Humanities in the Elementary Schools was given by Professor Elizabeth Seittelman. From the survey the Committee conducted it seems that a limited number of programs in this area are actually in progress. Some that were proposed were not funded; others were not refunded. The Chairman was of the opinion that the first priority for the coming academic year should be in identification of as many existing programs as possible, their aims, scope, the personnel servicing the program, the duration of the program, and the funding patterns. She recommended that this committee sponsor one or two workshops for in-service elementary school teachers who are interested in enriching the curriculum by including some module(s) in classical humanities. She also proposed that all materials currently used in the elementary schools for programs in the classical humanities be listed and later reviewed. She stated that there is a vital need for total study of elementary programs in the classical humanities. Some unsuitable materials are being used for the levels of instruction, and some programs as written are not operative. She is seeking a federal grant to make a study of these programs. The report was accepted.

Richard Scanlan gave the report from the Committee on Classical Humanities in the Secondary Schools. He called attention to the fact that the humanities courses increased in offerings through student dictum. This Committee has been developing model teaching units this year. The units fit into the over-all report as follows: 1. Introduction, 2. Topics for Greek Civilization, 3. Topics for Roman Civilization, 4. Sample course outlines, a. chronological, b. generic, c. thematic, 5. Sample teaching units (current work), 6. Bibliographies, 7. Media Sources. He requested that the Committee be allowed to continue its work until the above is submitted. Report accepted.

Rudolph Masciantonio was unable to be at the Institute. The Co-Chairman of the Committee was also unable to attend. The report from the Committee as submitted by Dr. Masciantonio was distributed. The report outlined the various activities performed during the year. The following were suggestions which have been discussed about future directions for the Committee: a. Publicizing the FLES Latin program of the Los Angeles Unified School District in view of the ease with which this program can be replicated in other school systems. Permission has been secured for disseminating this program. b. Dropping the distinction between consultants and members of this Committee and inviting additional persons to join the Committee. Also selecting a new Chairperson for the Committee. c. Investigating the possibility of presentations at national meetings of principals' associations or publication of articles about Latin in journals likely to be read by school administrators. Report accepted.

The report by Lorraine Strasheim on Curriculum Models and Materials was circulated. Her committee submitted four sets of materials for distribution by the ACL Teaching Materials and Resource Center. Ms. Strasheim felt that her Committee should be concluded at the end of this year and that the work of the Committee should be continued by a different group of people in a different state. Report accepted.

Edward Phinney gave the report from the Committee on Greek in the Secondary Schools. The activities of the Committee include compiling a mailing list of nearly 100 American and Canadian high school teachers of Classical and Modern Greek, issuing a Newsletter to all teachers on the mailing list, cooperating in an international survey of Greek studies and beginning a teacher's syllabus for Classical Greek. A request was made for a two-year extension of this Committee's commission to promote and facilitate Greek studies at the high school level.

Edward George presented the report of Methodology Committee A - Latin and Basic Language Skills. He circulated a report on the committee's various activities and accomplishments. The following recommendations were made: a. that the Committee continue, b. that a new Chairperson be appointed and that the Chairperson be changed every two years, c. that the information survey project be continued, d. that the proposal for summer institutes providing an introduction to Latin for English teachers be pursued with a new director, e. that the up-date installments of new bibliography on Latin and Basic Skills be continued, f. that broader high school teacher representation on the committee be sought in various parts of the country. Report accepted.

Dennis Kratz of the Committee on Individualized Instruction was not present and did not submit a report.

Glenn Knudsvig gave the report from the Committee on the College Board Latin Achievement Test. He advised that the College Board Latin Achievement Test was completely revised during the 1977-78 academic year. The new material was pretested throughout the country in May. The earliest official administration of the test will be the spring of 1979. He stated that ACL can continue to serve an important function by publicizing the program and by providing assistance to teachers who are preparing their students for this or other standardized tests.

Jane Hall from the Committee on the ACL/JCL Latin Examination stated that on February 20, 1978, exams and answer sheets were mailed out to more than 9000 students in the United States and Canada. From this group 382 won gold medals and summa cum laude certificates; 866 won silver medals and maxima cum laude certificates; 1998 won third place magna cum laude certificates and 1913 won fourth place cum laude certificates. She advised that this committee was requesting a $500 grant to provide control over computer services. Report accepted.

In the discussion concerning the setting up of groups for discussion, the suggestion was made that groups considering overlapping topics might be combined to facilitate matters.

The President called attention to the hand-out concerning regional promotional committees coordinated through ACL. It was written in proposal form and listed the regional promotional committees coordinated through ACL and their functions. It defined the Coordinating Office as an office made possible by an agreement between the President of ACL and Dean of the Faculty of Humanities and Fine Arts at the University of Massachusetts, Amherst for the allocation of a full-time secretarial position to this project and to other projects in which the President of ACL is involved.

In order to establish the Coordinating Office, the following constitutional amendment was proposed: Add the following new committee under Standing Committees.

NATIONAL COMMITTEE FOR THE PROMOTION OF LATIN IN THE SCHOOLS. This committee will consist of a chairman and representatives of the regional classical associations (CANE, CAAS, CAMWS, CCA and CAPN). It will work with regional, state, and local classical associations to promote the study of Latin, Greek and classical humanities in the schools. The work of this committee may be aided by a Coordinating Office to be established and to operate according to terms set by Council. The President called attention to his paper presented in Illinois as a basis for discussion about what can be done and how we can go ahead to put into effect some of the things that are recommended in the paper entitled "Supporting the Classics: Priorities for the Future." No action was requested or taken on this proposal at this time.

The Council was advised that materials were available for NEH Secondary School Programs proposals.

The President felt that we should examine what ACL can do in conjunction with the Modern Language Association Language Task Forces and the Commission on Foreign Language and International Studies established by the President of the United States.

There being no further business, the meeting was adjourned until Friday evening.

Respectfully submitted,
Lenora Thorsen, Secretary

MINUTES

The Council of the American Classical League was called to order on June 23, 1978 at 10:00 P.M. by the President, Gilbert Lawall. Those in attendance were: Gilbert Lawall, President ACL; John A. Dutra, Treasurer and Director of Teaching Materials and Resource Center; Donna Gerard, NJCL; Raymond den Adel, Eta Sigma Phi, CCC, Vergilian Society of America; Elizabeth Van Tassel, CCA, North; Bobby W. LaBouve, Texas Classical Assn.; Jane H. Hall, Washington Classical Society; John C. Rouman, TCNE; Mary E. Finnegan, CANE; Christine Sleeper, Classical Assn. of Virginia; Sheila K. Dickison, CAMWS; Valeria S. Haas, Vergilian Society; Edward V. George, CASUS; Phyllis Winquist, New York Classical Club, CAAS, Vergilian Society, NJCA; Charley Speck, Illinois Classical Conference; Judith Lynn Sebesta, Eta Sigma Phi, South Dakota; Virginia Barrett, CCA, South; Joan Myers, Administrative Secretary, ACL; Ed Phinney, CANE, TCNE; Arlene Silness, Scholarship Committee; Mary Ann Burns, Vice-President, ACL; Lenora Thorsen, Secretary, ACL.

The agenda for Saturday morning was reviewed.

The policy statement for operation of the ACL Central Office was circulated among the members and according to the constitution does not require approval by the Council.

A report on handling of the League's finances, the budgeting and investing of the ACL financial resources and the study of the constitutional revision and by-laws as well as the concerns expressed by Thomas Cracas was made by Jack Dutra. His discussion group concluded that incorporating the League would necessitate a fundamental change in the structure of the League's government. One necessary and critical alteration would be the substitution of an elected Board of Trustees to replace the Council. This would preclude the liberal

representation presently allowed on the Council. On the other hand, an elected Board of Trustees may have advantages such as allowing some who now serve on Council to fulfill other responsibilities as well as relieving the membership of fiduciary responsibility. Secondly, incorporation would necessitate fundamental changes in the ACL constitution. Because of the changes which incorporation would entail and because the question of incorporation cannot be separated from the issue of constitutional revision, the discussion group recommends that Council sanction the appointment by the President of an ad hoc committee to investigate the entire matter of incorporation as well as the constitutional alterations which incorporation would require. Because of the seriousness and complexity of the ad hoc committee's charge, ample time should be allowed for the completion of the committee's task. At a minimum, the work of the committee should be complete by the 1979 Institute, but additional time should be granted if necessary. Since one reason advanced for incorporation of the League is protection from law suits, the committee recommends that the present bonding coverage of $2500 for the Oxford Office be increased to an amount determined by the President in consultation with the Treasurer. In addition, the discussion group recommends that bonding insurance be secured for the ACL/NJCL National Latin Examination Office in Virginia. Thirdly, the committee recommends the establishment of a standing Finance Committee consisting of the Treasurer as Chairman and four members holding staggered terms. On the election of a new Treasurer, the outgoing Treasurer would become a member of the committee. The responsibilities of the Committee should be in the areas of budget and investment. It is recommended that the Finance Committee exercise a general oversight of the League's financial resources. Its advice should be sought by the Treasurer, and the Committee should make suggestions and recommendations to the Treasurer in both budget and investment matters.

A motion was made to study the incorporation of the League and the resulting constitutional changes. The motion was seconded. Motion passed.

Bobby LaBouve reported that his discussion group worked on two policy statements, one for sponsorship of publications, the second for TMRC. The Council was reminded that under the present constitution the approval of a policy statement submitted by the Publications Committee is not necessary. The policy statement on sponsorship was as follows: The ACL sponsors only what the League itself publishes or authorizes to be published and is willing to distribute. The ACL has the first rights to distribute anything the League publishes or authorizes to be published. Following discussion a motion was made to approve this policy. The motion was seconded and passed.

A rough draft of the second policy statement was read but was not submitted for approval at this time.

It was recommended that President Lawall be authorized to publish both the ACL Report and the ACL Directory. A motion was made to this effect. The motion was seconded. Motion passed.

The Publications Committee felt it should have representation from the schools; elementary and secondary.

A motion was made by Jack Dutra that Council endorse reinstatement of an ACL Newsletter. Motion was seconded. Motion passed.

The report of the discussion group on scholarships was given by Arlene Silness. Six recommendations were presented. 1. Consider only applications for ACL scholarships if applicant has taught two years. 2. Accept only bona fide study program proposals. 3. The applicant should be teaching at least two classes in classics, Latin, or Greek. Those teaching related subjects will be given secondary consideration. 4. Preference might be given to applicants who wish to go on travel-study programs to Italy, Greece, Britain, North Africa, etc., but who have not traveled abroad. 5. Committee members should know what monies are available and should assign dollar values to each award given. 6. Alternates should be selected in case grants are refused. It was moved and seconded that the report be approved.

The discussion group on NJCL reported that if the amendment on the adoption of the NJCL Manual as a guideline for policy be passed at the NJCL Convention in August, the matter will be presented for approval by ACL next year.

The invitation to hold the Institute at the University of Georgia was announced. The cost will be between $68 and $75 per registrant. The motion to accept this invitation was seconded and passed. Mary Ann Burns reported that guidelines are being drawn up for conventions.

Suggestions were requested for the chairmanship of the Membership Committee to replace Doris Anderson, who is deceased.

Joan Myers was appointed as Business Manager for The Classical Outlook, John Rexine was reappointed Editor of The Classical Outlook, and Jack Dutra was reappointed as Director of the Teaching Materials and Resource Center.

Donna Gerard reported that Rhea Miller has resigned as Convention Chairman of NJCL. Four names have been submitted for recommendation. The members of the NJCL Executive Committee will vote and submit the name of the new chairman for approval.

The ad hoc committees were discussed and endorsement for the following committees was made. The Committee on Ancient History in the Secondary Schools continue to function with Sheila Dickison as Chairman. The Committee on Classical Humanities in the Elementary Schools, the Committee on Classical Humanities in the Secondary Schools, and the Committee on Classics in the Great Cities' Schools all continue as presently operating.

It was recommended that the Committee on Curriculum Models and Materials be disbanded, according to the wishes of its Chairman, and that the work of the Committee might be carried on by a different group in another state under the new name of Committee on Materials.

Additional items of business:

Committee on Greek in Secondary Schools was given an extension of two years and permission granted to initiate a National Greek Exam. Methodology Committee A: Latin and Basic Language Skills was given an extension of two years with a new Chairman to be appointed by the President. Methodology Committee B: Individualized Instruction: status of the Committee to be investigated by the President.

The two subcommittees of the National Examinations Committee to be converted into two separate committees.

New Committees:

Approval for Committee on Recruitment and Retention of Minority Students and Teachers in the Classics, with suggestion of Professor Albert Baca as Chairman.
Approval of Committee on Classical Humanities in the Two-Year Colleges, with suggestion of Professor Mary Kay Orlandi as Chairman.
Approval of Publicity Committee with Professor Charles Speck as Chairman.
Suggestion that the President investigate possibilities of forming Outstanding Achievement Committee and Teacher Training Committee.
Approval of National Committee for the Promotion of Latin in the Schools to consist of representatives of national, regional, state, and local classical associations that wish to participate.
Approval of establishment of a National Office for the Promotion of Latin in the Schools.

Reports were heard from discussion groups on NEH Secondary School Program with recommendation that these programs be brought to the attention of ACL members and from the discussion group on the MLA Task Forces and the Presidential Commission with recommendation that ACL provide input into the activities of these groups.

Meeting adjourned.

Respectfully submitted,
Lenora Thorsen, Secretary

ACL Officers' Reports 1977-1978

TREASURER'S REPORTS

NOVEMBER 8, 1977

In addition to the normal activities of this office, I have 1) consolidated some of our savings accounts and reinvested these assets at a higher level of return in longer term certificates of deposit; 2) established a budget for the operation of The Classical Outlook. At the December meeting of Council, I hope to present budgets for most other ACL operations. At that time, I will present a mid-year financial report.

DECEMBER, 1977

1. Total cash assets, excluding the Endowed Halligan Scholarship and the Endowed Arthur Patch McKinlay Fund, stand at $58,006.70. This is $2,566.37 more than at this time last year. The various accounts listed under Cash Assets have been consolidated and invested in a diversified manner:

   a. Columbia Federal CD----------7 1/2% (May 1981)
   b. Oxford Savings CD----------6 1/2% (November 1978)
   c. Eaton & Howard CD----------6 1/2% (October 1978)
   d. First Citizens Savings-------5% (regular savings)

2. The Halligan Fund stands at $11,163.61, an increase of $307.24. The Fund is invested in a CD at 7 1/2% (October 1981).

3. The Arthur Patch McKinlay Fund now stands at $7082.14. A dividend of approximately $3,000.00 should be received by February. The Fund is invested in a CD at 7 1/2% (October 1981).

4. Membership receipts are down from this time last year by $541.41. This translates into 77 memberships. This year's figure is $12,049.14 as against $12,590.55 last year.

5. Material sales stand at $20,505.14 as against $16,364.38 last year, for an increase of $4140.76. The increase seems due to some extent to the new complete catalog of teaching materials. Materials purchased stand at $10 753.87 as against $4,919.45 last year, an increase of $5,834.42. The profit margin is $1,693.66 more than at this time last year.

6. ACL Receipts (excluding cash dividends) stand at $39,948.95 versus Expenditures of $38,894.72, for a balance of $1,054.23.

7. JCL Assets stand at $22,434.55 versus $22,612.93 last year, a decrease of $178.38. A CD in the amount of $13,000.00 at 6 1/2% (September 1978) has been purchased as an investment item.

8. Progress continues on the compilation of the In-House Financial Report. When the fiscal year ends on April 30, 1978, we shall have figures for a complete year, for the first time. This data can be used as a basis for establishing a 78-79 budget.

9. A 1977-78 budget for The Classical Outlook has been established by the Treasurer and is in use.

10. A major purchase in the area of office equipment will occur in January. It is necessary to replace our Platemaker, bought used for $400.00 in 1968. A new A.B. Dick Platemaker is being considered. Estimated cost is $1,560.00.

--John Dutra, Treasurer

FINANCIAL REPORT

DECEMBER 1, 1977

CASH ASSETS, Dec. 1, 1977		CASH ASSETS, May, 1977
First Citizens Checking	$ 9913.89	8808.85
Columbia Fed. C.D.	6464.56	-------
Oxford Savings C.D.	28313.58	27405.83
Eaton & Howard C.D.	6450.45	6296.11
Reynolds Tobacco	1059.50	1059.50
Fst. Citizens Savings	5804.72	751.29
Columbia Savings & Loan	-------	5498.41
Fst. Citizens Savings	-------	5620.34
	$ 58006.70	$ 55440.33

Halligan Scholarship (Endowed)

First Citizens	$ 11163.61	$ 10856.37

ACL RECEIPTS TO Dec. 1, 1977	(Dec. 1, 1976)		
Membership	(12590.55)	12049.14	
Material Sales	(16364.38)	20505.14	
Combinations	(3380.40)	1988.55	
Advertising	(227.50)	495.00	
Placement	(200.00)	130.00	
Miscellaneous Receipts	(5071.90)	4053.32	
Institute	-------	595.00	
Contributions	(221.70)	132.80	
	($38181.43)		$ 39948.95
Interest on ACL Savings		399.24	
Interest on Halligan	(1475.51)	307.24	
Interest on C.D.s		1062.09	
			$ 1768.57

ACL EXPENSES TO Dec. 1, 1977		
Materials Purchased	$ 10753.87	(4919.45)
Refunds	314.47	(150.30)
Combinations Pd.	1972.55	(3371.40)
Postage	741.57	(2330.32)
UPS	1595.92	-------
Office Supplies	1623.18	(1005.05)
Salaries	14851.91	(15513.46)
Classical Outlook	2455.13	(4773.21)
Membership	268.50	-------
Big Mailing	1325.31	-------
S.S., Ins., Taxes	2293.03	(2019.60)
Placement	106.06	(60.89)
Institute	5.55	(32.84)
General Office	34.35	(245.30)
C.D. & C.	319.53	(346.34)
Publications Committee	83.79	
National Latin Exam	150.00	
	$ 38894.72	(34768.16)

JUNIOR CLASSICAL LEAGUE

JCL ASSETS, December 1, 1977		May 1, 1977
JCL Checking	5260.11	14539.41
JCL Savings	4174.44	8073.53
JCL C.D.	13000.00	-------
	$ 22434.55	22612.93

JCL RECEIPTS to Dec. 1, 1977	(Dec. 1, 1976)	
Interest on Savings		100.92
JCL Receipts	(12346.61)	8592.96
		$ 8693.88

JCL EXPENSES TO Dec. 1, 1977

Salaries	$ 2772.48	(289.06)
P.O.	305.01	(366.00)
Highlights	39.54	(61.45)
TORCH:U.S.	496.11	(10.17)
Office Supplies	203.78	(195.30)
National Latin Exam	150.00	------
Conv. expenses	514.40	
Phone	19.09	(10.31)
Printers	658.46	(648.20)
Refunds	54.05	
To ACL	2304.40	(1666.39)
National Comm. expenses	304.13	
To Student Treasurer	1000.00	(1650.00)
	$ 8821.45	($4896.88)

TREASURER'S REPORT
JUNE 5, 1978

Enclosed is a copy of the American Classical League Financial Report for the fiscal year 1977-1978. In essence, the Report is the major portion of the Treasurer's report. However, as part of my report I wish to make the following observations, statements, and one recommendation in the form of a motion to be placed before Council at San Diego.

1. Total Receipts ($76171.26) have increased $6,578.13 over last year. However $5,000 of this increase is the result of a special bequest from the Estate of Dorothy P.L. Horner. When this bequest is discounted, the increase is $1,578.13.

2. Material Sales have increased by $7,408.84 over last year. Materials Purchased have increased by $8,643.23 over last year. This year's profit of Material Sales over Materials Purchased is $17,261.33.

3. Membership has decreased $327.98 compared to last year. This translates into a loss of 46.85 members. Membership figures indicate a real loss of 43 members.

4. Advertising Revenue:
   1977-78= $725.00
   1976-77= 727.50
   1975-76= 617.50
   1974-75= 632.50

5. Placement Revenue:
   1977-78= 290.00
   1976-77= 410.00
   1975-76= 415.00
   1974-75= 497.00

6. Miscellaneous Receipts (JCL payment to ACL, revenue from mail inserts, etc.) have increased by $642.32 over last year.

7. The large increase in Contributions ($5,222.50 vs. $353.40) is due to the special bequest mentioned above. It is the treasurer's wish that Council act on his suggestion that dividends from this $5,000 be used to equally defray the Institute expenses of members of the Executive Committee.

MOVED: that the Treasurer invest in the most optimum manner the $5,000 bequest of the Estate of Dorothy P.L. Horner, and that the annual dividend be used to defray in an equal manner the annual Institute expenses of members of the Executive Committee.

8. Postal and UPS expenses have remained relatively stable over the past four years:

1977-78=$3884.14
1976-77= 3455.67
1975-76= 3267.64
1974-75= 3955.25

9. Salaries increased by $464.29 over last year. Increases for the previous two years were $935.14 and $747.52.

10. Although the financial report lists CO expenses at $7090.10 vs. $9143.62 for the previous year, current projections indicate that when all expenses for the current CO volume are paid total cost of CO will be about $10,000.

11. An additional financial statement is enclosed this year, that of the JCL Convention account. This account is kept separately because the money comes in late spring and early summer and is disbursed in the fall to pay all convention expenses. The intent is not to make money on the Convention, but to charge enough to pay all the bills. The Convention at Florida State University resulted with a profit of $14,208.17. This is a most unusual situation and can only be explained by the fact that the enrollment was the highest it has been for some time and that the University took care of many expenditures which we are usually charged for. Because of the profit made from last year's convention it was decided to reduce the charge by $5.00 per person this year and let last year's profit help the students at this year's Convention. The financial picture of each Convention is dependent upon the registration, which is an unknown figure every year. If the registration falls short of our predictions, any profits held over from the previous year are used to cover any deficit for the current year.

12. In summary, in the past year

a. ACL Cash Assets increased by $4,326.74 from $55,440.33 to $59,767.07.
b. ACL Receipts over Expenses totaled $5,066.57.
c. JCL Cash Assets increased by $4,548.48 from $22,612.93 to $27,161.41.
d. JCL Receipts over Expenses totaled $4,539.89.
e. ACL Membership decreased by 43.
f. JCL Membership increased by 140.
g. JCL chapters decreased by 5.

Finally, an informal and not completely accurate "In House" financial report for May 1, 1977 - April 30, 1978 has been compiled in order to provide a more detailed breakdown of the official figures contained in the ACL Financial Report.

--John Dutra, Treasurer

STATEMENT OF ASSETS

APRIL 30, 1977 and 1978

	1977	1978
General Fund Assets:		
First Citizens Bank Checking Account	$ 8,809	$ 5,007
First Citizens Bank Savings Account	6,372	11,075
Columbia Federal Savings and Loan	5,498	-0-
Certificates of Deposit	33,702	42,626
Reynolds Tobacco Common Stock - 27 Shares (Carried at market as of date of gift.)	1,059	1,059
Total General Fund Assets	$55,440	$59,767
Junior Classical League	$22,613	$27,161
Margaret Halligan Scholarship Fund	$10,856	$11,588
Total Assets	$88,909	$98,516

Council, American Classical League
Hall Auditorium
Miami University
Oxford, Ohio 45056

Gentlemen:

We have examined the statement of assets of the American Classical League as of April 30, 1977 and 1978. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. The scope of our engagement did not include an audit of the receipts and expenditures.

In our opinion, the accompanying statement of assets presents fairly the assets of the American Classical League at April 30, 1977 and 1978. No opinion is expressed on any other statements since they were not audited by us.

--Robert E. Boggs
Certified Public Accountants
(North Dakota)

STATEMENT OF REVENUES AND EXPENSES

FOR THE YEAR ENDED APRIL 30, 1978

	All Funds	Operating	Junior CL	Halligan
REVENUES:				
Material Sales	$34,869	$34,869		
Memberships	38,243	18,753	$19,490	
Transfer from JCL	-0-	4,865	(4,865)	

	All Funds	Operating	Junior Cl	Halligan
Interest	4,642	3,128	781	733
Miscellaneous	11,181	11,181		
Total Revenues	$88,935	$72,796	$15,406	$ 733
EXPENSES:				
Materials & Supplies	$22,746	$20,976	$ 1,770	
Salaries, Taxes & Audit	36,136	30,838	5,298	
Postage & Mailing	6,686	6,048	638	
Publications	9,250	7,090	2,160	
Scholarships	301	300		$ 1
Miscellaneous	4,209	3,217	992	
Total Expenses	$79,328	$68,469	$10,858	$ 1
EXCESS OF REVENUES OVER EXPENSES	$ 9,607	$ 4,327	$ 4,548	$ 732
FUND BALANCE, May 1, 1977	88,909	55,440	22,613	10,856
FUND BALANCE, April 30, 1978	$98,516	$59,767	$27,161	$11,588

AMERICAN CLASSICAL LEAGUE FINANCIAL REPORT

Cash Assets, May 1, 1978		Cash Assets, May 1, 1977	
First Citizens Checking (ACL)	5007.16	8808.85	
First Citizens Savings	11075.02	751.29	
Columbia Savings & Loan	---------	5498.41	
E.H.C.D.	6664.11	6296.11	
First Citizens Savings	---------	5620.34	
Oxford Savings & Loan CD	29246.20	27405.83	
Reynolds Tobacco	1059.50	1059.50	
Columbia Federal C.D.	6715.08	-------	
	$ 59767.07	$ 55440.33	
Halligan Scholarship (Endowed)			
First Citizens Bank C.D.	11087.61	10856.37	
Halligan Savings	500.00		
	$ 11587.61		
Assets, JCL			
JCL Checking	9306.71	14539.41	
JCL Savings	4371.39	8073.52	
JCL C.D.	13483.31	---------	
	27161.41	2.612.93	
ACL Assets, May 1977	55440.33	May, 1976	55412.97
Margaret Halligan	10856.37		10771.98
Junior Classical League	22612.93		9488.93
	$ 88909.63		$ 75673.88

ACL Receipts 1977-78		Receipts 1976-77
Material Sales	34868.86	27460.02
Membership	18752.64	19080.62
Combination Subscriptions	2643.15	4182.90
Advertising	725.00	717.50
Placement	290.00	410.00

Miscellaneous Receipts		8622.16		7979.84
Contributions		5222.50		353.40
Institute		1186.00		125.00
Interest on Savings		491.79		673.40
Interest on CDs		2268.64		1719.95
Interest on E.H.C.D.		368.00	Eaton & How	6296.11
Interest on Halligan		732.52		584.39
		$ 76171.26		$ 69593.13

Expenses, 1977-78		Expenses, 1976-77
Materials Purchased	17607.53	8964.30
Refunds	371.47	------
Combinations Pd.	2642.15	4182.90
Postage	1062.97	3455.67
UPS	2821.17	-----
Office Supplies	2270.91	1721.37
General Office	286.19	-----
Office Equipment	811.20	-----
Salaries	27114.75	26650.46
Classical Outlook	7090.10	9143.62
Membership	410.10	259.16
Big mailing	1757.46	-----
Miami Contribution	300.00	300.00
Placement	184.06	91.34
S.S., Taxes, Ins.,	3598.54	3208.30
Auditing	125.00	-----
Institute	1581.61	32.84
C.D. & C.	806.67	828.52
Publications Committee	83.79	------
Nt'l Latin Exam	177.72	-----
Eaton & Howard loss	----	3849.79
Purchase E.H.C.D.	----	6296.11
Halligan Scholarship	1.28	500.00
	$ 71104.69	$ 69484.38

JCL Receipts 1977-78		JCL Receipts 1976-77
JCL Receipts	19490.36	23192.10
Int. on savings	297.87	391.98
Int. on C.D.	483.31	------
	$ 20271.54	$ 23584.08

JCL Expenses 1977-78		JCL Expenses 1976-77
Salaries	4297.66	1344.94
Post Office	638.11	698.00
Highlights	69.44	116.99
TORCH: U.S.	1940.51	689.68
Office Supplies	299.97	444.32
National Latin Exam	150.00	-----
Conv. expenses	514.40	238.00
Phone	20.19	12.36
Printers	658.46	648.20
Refunds	162.55	120.50
To ACL	4865.03	4494.09
Office Equipment	811.20	----
National Committee	304.13	----
To Student Treasurer	1000.00	1650.00
	$ 15731.65	$ 10457.08

TOTALS	185352.43	185352.43	168851.09	168851.09

ARTHUR PATCH MCKINLAY SCHOLARSHIP FUND

	Debit	Credit	Balance
Balance brought forward April 30, 1977			1775.06
Interest 6-28-77		25.63	1800.69
2 Scholarships @ $500.00	1000.00		800.69
Expenses John Rexine	34.35		766.34
Receipt check		6274.86	7041.20
Interest 9-30-77		40.94	7082.14
Closed account - transferred Col. Fed. C.D. 4 year	7082.14		none
Columbia Federal C.D. balance forward			7082.14
Interest 12-31-77		135.92	7218.06
Interest 3-31-78		138.53	7356.59
Oxford Savings & Loan Acct opened			
Receipt check 1-12-78		3998.13	3998.13
Expenses	382.49		3615.64
Interest		41.32	3656.96
ACL expenses	206.39		3450.57
Scholarship	142.00		3308.57

BALANCE April 30, 1978:

Columbia Federal	$7356.59	
Oxford Savings	3308.57	
TOTAL MCKINLAY FUND		$ 10665.16

COMPARATIVE TABLE OF MEMBERSHIP IN THE AMERICAN CLASSICAL LEAGUE AND JUNIOR CLASSICAL LEAGUE, BY STATES

	1977-78 Annual	Life	JCL Members	JCL Chapters	1976-77 Annual	Life	JCL Members	JCL Chapters
Alabama	27		340	13	22		481	13
Alaska	1		48	1	3		49	2
Arizona	12		162	7	13		223	8
Arkansas	2		37	1	3		77	2
California	112	1	968	36	116	1	1097	35
Colorado	26		270	15	24		222	13
Connecticut	81		237	8	83		243	7
Delaware	13		141	4	11		123	2
D.C.	20	1	0	0	32	1	0	0
Florida	102		2905	78	103		2593	69
Georgia	54		1671	35	52		1536	30
Hawaii	6		133	1	6		80	1
Idaho	5		40	2	4		37	2
Illinois	129		520	20	142		608	18
Indiana	99	1	1643	43	99	1	1669	46
Iowa	22		64	3	21		114	6
Kansas	25		221	10	27		313	12
Kentucky	33		259	10	28		216	13
Louisiana	23		341	10	25		344	9
Maine	17		148	6	20		140	6
Maryland	34		139	7	37		132	7
Massachusetts	155		697	20	152	1	835	27
Michigan	101		784	24	97		641	21
Minnesota	33		159	7	33		186	7
Mississippi	32		658	17	31		622	17
Missouri	56		431	13	59		406	12
Montana	7		32	1	7		17	2
Nebraska	13		216	9	13		194	7
New Hampshire	22		191	6	23		158	6
New Jersey	115		500	20	112		667	31
New Mexico	9		148	4	6		104	2
New York	260	7	1041	30	287	7	1128	34
North Carolina	65		1217	30	64		1102	31
North Dakota	8		39	1	9		35	1
Ohio	208	2	1627	44	213	2	1869	55
Oklahoma	31		934	20	32		871	21
Oregon	10		0	0	8		0	0
Pennsylvania	173	1	838	23	183	1	702	24
Rhode Island	16	1	17	2	17	1	21	1
South Carolina	31		378	11	29		307	9
South Dakota	7		17	1	5		17	1
Tennessee	79		1836	60	76		1720	53
Texas	154	3	3543	95	150	3	3438	91
Utah	6		7	1	8		0	0
Vermont	15		10	1	16		0	0
Virginia	136		2674	67	118		2672	63
Washington	26	1	101	7	27	1	145	9
West Virginia	19		347	7	18		420	9
Wisconsin	48		217	7	50		268	10
Wyoming	3		27	2	4		19	1
Foreign	21		0	0	20		9	1
U.S. Poss.	3		0	0	4		0	0
Canada	48		22	1	53		0	0
TOTALS	2753	18	29010	842	2795	19	28870	847

ACL/NJCL NATIONAL LATIN EXAM

			Balance
ACL/NJCL loan to open account		300.00	
Deposits		8716.00	9016.00
Expenses	3488.45		5527.55

Outstanding expenses $5000.00 to computer company. Plus some small bills.

CONVENTION FINANCIAL REPORT
Florida State University
Tallahassee, FL
July 31-August 5, 1977

EXPENSES:

January Planning		$ 3501.62
Postage & UPS		554.06
Packet Printing		1089.51
Refunds		3574.45
Insurance		997.65
Scholarships		1250.00
Phone		236.80
Salaries		1938.96
Travel		531.10
General Expenses		6579.46
Contests		544.69
TORCH: U.S.		1243.04
F.S.U. Conference Office		5335.00
F.S.U. HOUSING OFFICE		25727.50
F.S.U. FOOD SERVICE		53389.50
TOTAL EXPENSES	$ 119230.10	
plus CD Interest	1471.41	
	$ 120701.51	
BALANCE		$ 14208.17

REPORTS OF THE DIRECTOR OF THE
TEACHING MATERIALS AND RESOURCE CENTER

NOVEMBER 8, 1977

Most of my time as director has been devoted to the compilation of the new catalogue of materials. The response to the new catalog, which lists all of our materials with the sole exception of the mimeographs, has been very favorable. As of October 31, material sales are up $4,425.74 compared to the same date last year. I have also prepared the TMRC ad for the October CO, as I will be doing for the remaining issues of CO.

DECEMBER 22, 1977

New items include:

a. A catalog of the 64 coins in the Arthur Stone Dewing Collection at the Fogg Art Museum.

b. A three-item packet entitled Elementary Latin Instruction in the United States Today -- or The Answers to All Those Questions You've Been Asking About Innovative Latin Programs in Washington, Philadelphia, Los Angeles, etc. The packet will contain (1) a six page survey by Nancy Mavrogenes on innovative Latin programs in the U.S. today. It is a reprint of her article in The Elementary School Journal and contains much statistical information. (2) A White Paper on Latin and the Classics for Urban Schools, prepared by the Committee on Classics in the Great Cities' Schools. The paper provides a summary of various aspects of the innovative Latin programs in the US today. (3) A Call To Action: Latin is Basic! -- a handy 4-page brochure which summarizes the White Paper.

JUNE 5, 1978

1. The financial aspect of the TMRC is contained in the Treasurer's report. Record sales occurred during the past year.

2. During the past year 12 new items were added to the TMRC inventory. Current estimate is that 14 new items will be added during the coming year:

   a. A summary of a humanities course taught by Margaret Weaver, Ohio Latin teacher.

   b. Book on the history of Pompeii published by Cambridge University Press.

   c. Tenuis Musa, collection of Latin poems by Van L. Johnson.

   d. Outline of Roman History by Thomas Corcoran.

   e. Article on teaching Caesar by Mr. Mench, originally published in the New England Classical Newsletter.

   f. Publicity book on the importance of Latin written by Cecilia Luschnig under the auspices of the ACL Methodology Committee A.

   g. A reprint of an article by Lorraine Strasheim on Latin and vocationalism which appeared in The Classical World.

   h. A reprint of the article on our classical heritage by Tufts president Jean Mayer which appeared in Saturday Review.

   i. A reprint of RX for Latin by Edith Kovach.

   j. A record and tape by Caedmon Records of Latin readings.

   k. A book in Latin called Daimon published by the Independent School Press.

   l. Envelopes inscribed with the motto: Latin, The Basic Language.

m. Kits called Jackdaws, one on Hadrian's Wall, the other on the Development of the Alphabet.

n. Book titled Roman Family Life, similar to those we now have on the Roman House and Roman Sports.

3. Major equipment purchase during the last year was a new A.B. Dick platemaker, $1,622.40.

4. Major equipment purchases for coming year will be a new electric typewriter to replace one purchased in 1965. Estimated cost is approximately $700. In addition, a new envelope sealing machine must be purchased. No estimate of cost.

5. 700 copies of the White Paper were sent to the Chicago School District.

6. Work study student help was utilized for the first time last year and has saved on salary expenditures by approximately $1,228.00.

7. Judy Redman, our secretary will leave our employ in August. A replacement will have to be found.

8. An across the board increase of 5% on all materials is contemplated for the Fall in order to partially offset increased expenses due to inflation.

9. The TMRC has had a busy year and sincere thanks are due to Minnie Edwards, Judy Redman, and Joan Myers for whatever success we have had.

--John A. Dutra, Director,
Teaching Materials and Resource Center

REPORT OF THE DIRECTOR OF THE
ACL PLACEMENT SERVICE

JUNE, 1978

Total registration during the 1977-78 year was over 100 applicants. As of June 1, 1978, there are 91 applicants registered with the Placement Service. The following table gives a breakdown of those registered:

Applicants:	Male	49
	Female	42
	Total	91
Degree:	PhD	6
	MA	44
	BA	41

Present Geographical Location of Applicants:

CO	2	KS	1	MO	1	ND	1	TX	3
CT	2	KY	2	MT	1	OH	10	VT	1
DE	1	ME	1	NH	1	OK	1	VA	5
FL	1	MD	1	NJ	4	PA	5	WA	1
GA	1	MA	7	NM	1	RI	1	WI	1
IL	4	MI	5	NY	10	SD	1	WY	1
IN	3	MN	2	NC	3	TN	2	PR	1

Since July 1978, twelve Newsletters listing positions available have been sent out to our applicants. During August and early September 1977, the Oxford Office received numerous frantic telephone calls from principals or superintendents indicating an urgent need of a teacher. We had calls from Wisconsin (2), Virginia, North Carolina, Ohio and New York. After checking geographical location and preferences of our applicants, we gave names and telephone numbers to the principals who in turn contacted the applicants directly. A similar situation occurred in December.

The following table shows the positions which were available and advertised in our Newsletter during the past year:

Latin/English	25
Latin	36
Latin/Soc.St.	6
Latin/Fr.	14
Latin/Sp.	15
Latin/Russian	1
Latin/Hist.	6
Latin/Greek	2
Latin/Math	4
Latin/Germ.	2
Latin/Coaching	1
Latin/Music	1
Latin/Speech	1
Latin/Am. History	1

Geographical distribution of the jobs:

CT	9	NH	7
FL	1	NJ	7
GA	2	NY	7
IL	3	NC	1
IN	4	OH	6
KS	1	OK	1
ME	4	PA	13
MD	1	RI	1
MA	11	TX	1
MO	3	VT	3
MT	1	VA	6
NE	1	WV	1

Knowledge of these positions was obtained in various ways: 1) schools, principals, and superintendents of schools directly contacted the Oxford Office either by letter or telephone indicating their needs, 2) several retiring teachers informed the Oxford Office of the availability of their position for next year, 3) the Placement Office files at Miami University were checked each month, 4) job information letters were sent to the Oxford Office by Gil Lawall and Martin Snyder (from Pennsylvania) and the jobs located by these individuals were then sent out to our applicants; in turn, we sent our Newsletter to Lawall and Snyder, 5) several state chairmen of NJCL sent information on available positions in their state to the Oxford Office, and 6) personal contact with various colleagues throughout the country.

ACL Placement Service Activities

(1) Announcement of the Placement Service was included in the CO and also the TMRC Brochure (at least two superintendents contacted us because of the announcement in the TMRC Brochure). Announcement sent to CW and CJ and APA. Announcement will appear in Torch.

(2) Notice of the Placement Service has been included in various state Newsletters; e.g., New England Newsletter, Humanitas, (published by Ohio Classical Conference). All state associations are being asked to include an announcement of this service in their respective newsletters to membership.

(3) A plea for job information was included in a recent issue of Highlights sent to all NJCL chapters and state chairmen. A similar verbal request was made at the NJCL Convention in 1977.

(4) Notice of the Placement Service to the Newsletter of the National Association of Secondary School Principals.

The work of the Director of the Placement Service has been greatly aided this year by the hard work and special interest of our secretary Mrs. Redman. Her work in assembling the Newsletter, in keeping the files up to date, and in answering inquiries should not pass unnoticed. My thanks to her.

A question frequently asked by Council members is "How many people got jobs?" In several cases this year the advertising school principal or superintendent informed us that the position had been filled either through our office or otherwise. The applicants of the Placement Service have been less responsive. A special request for information was sent to all applicants. Three replied and commended the ACL for its fine Placement Service. They had obtained a position through our office.

REPORT OF THE EDITOR OF THE CLASSICAL OUTLOOK

JUNE, 1978

The assumption of the editorship of CO by a new editor, after an interim period during which there was an acting editor, has necessarily involved a difficult transition period. The new editor has found the first year of his tenure an exceedingly trying one. The changing of printers, typesetters, even associate editors has created unforeseen delays, to which truckers, the U. S. Postal Service, and a very harsh winter have added further delays. Consequently, the editor, who fully intended that CO should circulate on time, has found the issues running two months behind schedule on the average. It is hoped that this problem will be corrected over the summer by planning issues three months ahead of schedule.

As was indicated at the ACL meetings at Southern Illinois University in Carbondale in 1977, the new editor has planned for five issues a year (September-October, November-December, January-February, March-April, May-June). With such double issues it had been hoped that longer articles could be published, and this has happened. It was also planned that more ACL reports could be published in CO, and this has happened. In fact, the editor encourages the submission of

such reports to him for publication. Pedagogical articles will continue to be published, as will "content" articles of substance on classical subjects valuable for all teachers of classics. It is hoped that the book review section will continue at an expanded pace. Survey articles are contemplated on special subjects that will be helpful to teachers of classics, ancient history, art and archaeology, literature, and mythology.

Poetry will continue to be published periodically, but the amount now in the files far exceeds the capacity of CO to print it in any large amounts. I have appointed Judith Lynn Sebesta of the University of South Dakota as poetry editor and she will be responsible for the refereeing, selecting, and editing of the poetry, both in English and in Latin. Louis Roberts of Syracuse University has been helpful to me in the arduous business of proofreading and has taken on more responsibilities for me in the matter of the book reviews. Lynne Abel of Cornell University is giving special attention to ancient history surveys, Edith Kovach of the University of Detroit continues with "The Clearing House," and Joseph Zeinz of the University of Dayton helps with the channeling of articles and other matters. Joan Myers, whom I propose be officially named the Business Manager, has admirably handled the advertising, circulation, and business correspondence of CO.

For the record, articles submitted for consideration for publication should be neatly typewritten, double spaced, and in a form suitable for sending to the printer. The editor will scrutinize same and will also have other readers (including his associate editors) assess the acceptability of such articles. In cases where the articles do not adhere to CO format, they will be returned for rewriting, retyping, or rejection. In no case should authors expect the editor to do their writing or typing for them. Quality articles will be expected and contributors are strongly urged to submit their articles in two (2) copies for review. Anyone interested in writing reviews, notes, special features, etc. is encouraged to write to the editor. CO will be as good as its contributors help make it.

Gratias maximas vobis ago.

--John E. Rexine
Editor, The Classical Outlook

REPORT OF THE VICE-PRESIDENT

MAY 31, 1978

The Vice-President has two duties: to act for the President in the latter's absence and to serve as Chairman of, or designate a Chairman of, the Program Committee for the Annual Institute. I have managed to perform both duties with a complete lack of expenditure of effort. Our President has been singularly healthy and more than able to perform all his duties. The splendid Program Committee has organized this year's Institute with no more than a few letters from me. My thanks to all of them for being so efficient.

REPORTS OF THE ADMINISTRATIVE SECRETARY AND THE BUSINESS MANAGER OF THE CLASSICAL OUTLOOK

NOVEMBER 16, 1977

Last fall (1976) we went through the files and brought them up-to-date.

We eliminated 7,068 obsolete names from the big mailing. Since that time we have added about 1500 new names to this mailing list. The September big mailing went to 9921 people. Since September about 850 subscriptions have been entered for the 1977-78 school year.

Due to increased printing costs and decreased available money, we are printing nearly all of our own booklets now. Since June we have produced 10 different booklets.

Due to the new catalog this fall, with the complete listing of materials available (except the mimeographs), orders have been larger than a year ago. Between September and mid-November 1281 packages were shipped via UPS. For all large packages we have switched this year to United Parcel Service rather than using the U.S. Postal Service, and have found it to be far more satisfactory. Last year with the postal service, we had an average of two or three lost packages per month. Under UPS we will have no losses. Our customers are much happier, for their packages are received within a week, compared with two to three weeks delivery time through the mails.

The Junior Classical League continues to occupy a good portion of time spent. During the summer months the work was primarily involved with Convention packets and registration for the NJCL Convention. This fall we have enrolled about 350 chapters to date. We have sent out two issues of TORCH: U.S. and one issue of NJCL Highlights. We have also sent out two questionnaires for NJCL, and one additional mailing to all ACL members.

JUNE, 1978

We had a total of 13 advertisers for Volume LV of the CO, of which 6 advertised in one issue. Requests for ad space were harder to fill this year because most advertisers want space in the fall. The October and December space was completely filled, but the February and April issues were 1/4 page short.

With an average of 12 to 14 clients for ad space, it seemed easier to fill all the space when we used one page of ads each month than it has been to fill two pages every other month.

Advertising revenues for Volume LV have been much slower coming in. So far we have taken in $480 on ads for this volume compared with $977 for last year's volume. However, we still have two volumes for this year to go out, and no billing for ads is done until the issue is mailed.

With bi-monthly publication we need to have a larger list of clients using the service than was needed with the monthly publication schedule.

We have participated in two exchange ads with other organizations.

REPORTS OF THE PRESIDENT

JUNE-DECEMBER, 1977

A. Outline of Activities

1) Thanked all participants in the Institute and requested that speakers send abstracts of their talks and that committee chairmen send reports for inclusion in ACL REPORT.

2) Gave talk at New England Latin Workshop, Tufts University, and took this as an opportunity to pull together some of my ideas about the present state and the future prospects of Latin and classics in the schools and about what ACL can do to promote such study. Talk is included in ACL REPORT and will appear in forthcoming CO.

3) Attended NJCL Convention in Tallahassee.

4) Completed ACL DIRECTORY OF CLASSICAL ASSOCIATIONS AND ASSOCIATIONS OF INTEREST TO CLASSICS TEACHERS. Distribution begun at $5.00 per copy, which includes up-dates in January and April, 1978.

5) Accepted invitation to chair CAAS Committee on Promotion of Latin in the Schools under joint ACL auspices. Current projects of the committee include (a) compilation of mailing lists of superintendents, principals, and headmasters in CAAS area, (b) mailing of promotional materials to these administrators, (c) establishment of a region-wide placement service for Latin teachers, (d) recommendations to the Board of Education in Delaware where revision of the curriculum is taking place, (e) mailing of protreptic material to college professors in the area and dissemination of such material to APA members and (f) consideration of promotion through the media.

6) Attended CAES/CAAS fall meeting in Albany, New York. Attended CAAS executive committee meeting and conducted meeting of ACL/CAAS promotional committee.

7) Spoke at meeting of Teachers of Classics in New England (TCNE) on the current activities of the American Classical League.

8) Attended fall meeting of Massachusetts Foreign Language Association. Worked on proposals for new certification law in Massachusetts to include Latin and Classical Humanities.

9) Attended ACTFL meeting in San Francisco as APA/ACL Delegate. Met with Richard Trapp, Patricia Wickhem, and Virginia Moore to plan for the ACL Institute in San Diego. Wrote report on ACTFL meeting for APA and ACL; proposed sessions on classics and modern foreign language teaching for the 1978 ACTFL meeting in Chicago. (It should be noted that regretfully our nominee for a position on the ACTFL Executive Council did not win, but it should also be noted that classics has a strong supporter in the 1978 President, Lorraine Strasheim.)

10) Completed ACL REPORT, which is now ready for distribution at $2.00 per copy.

11) Committees:

Appointed Arlene Silness to replace John Rexine as Chairman of the Scholarship Committee.

Have proposed to the Secretary/Treasurers of the regional associations that committees for the promotion of Latin in the schools be established in each region and coordinated through ACL. CAAS and CANE committees now established. Much interest

in California Classical Association, Southern Section, and in CAMWS. Proposal for long-term organization of such committees put forward by Lewis Sussman (CAMWS) to be discussed with Presidents and Secretary/Treasurers of associations at APA meeting.

Working on formation of Methodology Committee C: Direct Method.

Working on formation of Affirmative Action Committee. To be discussed at meeting of Presidents and Secretary/Treasurers of associations at APA meeting.

Teacher Training Committee. Still searching for a chairman.

Finance Committee dissolved to avoid a conflict of parliamentary procedure with proposed constitutional amendments and a new motion to be put before Council by Tom Cracas.

12) Invited John Latimer and George Kennedy to keep ACL posted on developments with the proposed Presidential Commission on Foreign Language and Area Studies and the Modern Language Association TASK FORCES FOR THE PROMOTION OF LANGUAGE STUDY. It should be noted that one of these task forces on the Commonly Taught Languages includes Latin in its purview and is chaired by a classicist, George Kennedy.

13) Drew up amendments to ACL constitution in response to discussion in the Executive Committee, submitted the amendments to the Executive Committee for revision and to Lenora Thorsen for drafting.

14) Initiated steps toward the organization of workshops at regional meetings of classical associations on:

The Cambridge Latin Course
The Cambridge School Classics Project
The Latin for the Modern School, Associates materials

15) Organized meeting of Presidents and Secretary/Treasurers of national and regional classical associations to take place at APA meeting in Atlanta. The purpose of the meeting is to share plans and explore possibilities for greater cooperation among the associations.

B. Plans for the months between now and the San Diego ACL Institute

1) Work closely with ad hoc committees to prepare final reports.

2) Address NAIS convention in New York City in March on ACL and the private schools.

3) Attend CAMWS or CANE in March.

4) Address Illinois Classical Conference in April and investigate the prospects for the promotion of Latin in the Chicago area.

5) Update ACL DIRECTORY.

6) Edit booklet containing abstracts of talks at ACL sessions at ACTFL and APA, with full texts of selected talks.

7) Continue work with ACL/CAAS Committee on the Promotion of Latin in the Schools.

8) Follow up any proposals that emerge from the Atlanta meeting of Presidents and Secretary/Treasurers of national and regional classical associations.

9) Keep informed on the Presidential Commission and the MLA Task Forces and see to it that ACL has appropriate input into both.

10) Attend the ACL Institute in San Diego and explore the possibilities for promotional activities in Southern California.

C. Area of major concern: the promotion of the study of Latin and the classics in the schools

1) Respond to the new educational climate in our schools and the demand for basic academic skills.

2) Take advantage of the new, positive image of foreign language study that will be projected by the Presidential Commission and the work of the MLA Task Forces.

3) Set up active regional committees for the promotion of Latin in the schools.

D. The sine qua non for all of this: increased involvement of school teachers and college and university professors in coordinated, joint efforts.

--Gilbert Lawall
President, ACL

JANUARY-JUNE, 1978

Outline of Activities

1) Thanked all participants in the ACL session at the APA meeting in Atlants and all participants in the Council Meeting.

2) As member of ACL Scholarship Committee, evaluated and ranked all applications for Arthur Patch McKinlay Scholarships.

3) Decided not to edit a booklet of abstracts of talks at the ACL/APA session at the ACTFL meeting in San Francisco (November, 1977) and the ACL session at the APA meeting (December, 1977). Instead submitted the abstracts to CO for possible publication in it.

4) Updated ACL Directory of Classical Organizations... to incorporate corrections as of June 30, 1978.

5) Worked on establishing regional committees for the promotion of Latin in the schools and a coordinating office.

6) Attended the following meetings:

Attended annual meeting of National Association of Independent Schools, New York City, March 2-3. Talked and led discussion on "The American Classical League and the Independent School Latin Teacher."

March 9, delivered a talk at Smith College on "The Future of Classics in American Secondary Schools: Employment Prospects and the Educational Goals of the New Latin Teacher."

March 10-11 attended CAAS/NJCA meeting in New Brunswick, NJ. Chaired meeting of CAAS Committee for the Promotion of Latin in the Schools. Resigned from this committee to allow the committee to elect a chairman from its own region. Have extended the successful CANE Placement Service for Latin teachers to the states in the CAAS area.

March 29-April 1 attended annual meeting of CAMWS in Houston, Texas. Presented a proposal for the establishment of regional committees for the promotion of Latin and a coordinating office to the CAMWS Executive Committee and the Business Meeting. The proposal was accepted unanimously by the CAMWS Executive Committee and was warmly received at the Business Meeting.

Chaired meeting April 1 in Houston, Texas of secretary/treasurers of national, regional, and state classical associations. The proposal for the establishment of regional committees for the promotion of Latin in the schools and a coordinating office was endorsed in principle by this group.

April 13-15 attended annual meeting of the Illinois Classical Conference in Evanston, Illinois. Delivered after-dinner speech on "Supporting the Classics: Priorities for the Future."

May 7 attended testimonial dinner for Beverly Tenney, on her retirement from Contoocook Valley Regional High School, held at Notre Dame College, Manchester, NH. Brought greetings and congratulations from ACL.

Will attend ACL Institute in San Diego and NJCL National Convention in Denton, Texas. Will address sponsors at NJCL Convention on activities of ACL.

7) Invited Naidyne Bridwell and William Napiwocki to organize sessions on Latin and classics under the sponsorship of ACL and APA to be held in conjunction with the ACTFL meeting in Chicago in November, 1978.

8) Invited W.A. Huggett and the British Columbia Association of Teachers of Classics to organize an ACL session at the APA meeting to be held in Vancouver in December, 1978.

REPORT OF THE CHAIRMAN OF THE EXECUTIVE COMMITTEE

1977/1978

Report of Executive Committee meeting at Carbondale Institute is on page 22 of ACL Report 1976/1977: discussion of joint ACL/NJCL annual meeting, NJCL liaison person on ACL Nominating Committee, revisions in ACL constitution, new chairman of Scholarship Committee.

Communications with members of Executive Committee were made on the following matters during 1977/1978:

1) Chairman of Scholarship Committee.

2) New committees (none actually formed).

3) Proposed joint annual meeting: idea dropped.

4) Proposed revisions of ACL constitution: submitted to membership in fall, 1977.

5) Dissolving of Finance Committee to avoid procedural impass.

6) Matters of concern prior to Council Meeting in San Diego:

   a) Proposal for an office to coordinate regional promotional committees.

   b) Withdrawal of proposed revisions to ACL constitution; submission of new suggestions for revisions to be discussed in San Diego.

   c) Concerns expressed by Tom Cracas about handling of ACL monies and incorporation.

7) Nominations of Rudy Masciantonio and Bobby LaBouve to ACTFL Executive Council.

--Gilbert Lawall

Policy Statements

and Recommendations of Discussion Groups

The following informal policy statements on several activities of the League and the following recommendations of discussion groups were formulated and discussed at the ACL Institute in San Diego, June, 1978. It is hoped that they will serve as useful guidelines for future activities of the League.

THE CENTRAL OFFICE

The Central Office shall be responsible for handling all orders for materials for the TMRC, assuring prompt processing and service to customers.

The Central Office shall be responsible for handling all subscription and membership orders, maintaining careful subscription records on each member, noting expiration dates. Renewal notices shall be sent to those whose subscriptions expire, at the proper time. The Central Office shall be responsible for sending out the Classical Outlook to each member promptly.

The Central Office shall be responsible for maintaining a big-mailing list of all potential members or customers. This will include constant up-dating of the files, with address changes, adding new prospects and deleting those who have retired or are deceased, and sending out at least one promotional big mailing per year.

The Central Office shall be responsible for mailing additional communications to the membership when necessary and requested by the Executive Committee or the President.

The Central Office shall maintain a Placement Service for its membership. This shall include keeping records of all Placement applicants and sending out Placement letters periodically according to direction from the Placement Director.

The Central Office shall be responsible for coordinating and helping to administer in any way possible, the annual ACL Institute.

The Central Office shall be responsible for all Junior Classical League business, carried out at the direction of the National Committee on the Junior and Senior Classical Leagues. This will include collection of all national membership dues and keeping accurate records of NJCL membership rolls; mailing the two NJCL publications, the Torch: U.S. and JCL Highlights to the membership at specified intervals, and being custodian for all NJCL monies passing through the Office.

The Central Office shall be responsible for maintaining accurate financial reports on all monies collected and disbursed on behalf of ACL and NJCL. It shall be responsible for furnishing financial statements on all ACL assets as directed by the Executive Committee.

The Central Office shall be responsible for filing all required governmental tax returns for the Central Office and ACL.

The Central Office shall be responsible for helping coordinate the Annual National Junior Classical League Convention, the registration of all delegates, collecting all registration fees and paying all Convention bills. This includes working closely with the administration of the host school to work out satisfactory arrangements both for the physical aspects and the financial aspects of the Convention. The Central Office shall be in charge of room assignments for the Convention delegates.

The Administrative Secretary shall have full responsibility for efficient operation of the Central Office and shall be directly responsible and answerable to the Director of the TMRC. If at any time the Executive Committee together with the Director of the TMRC feel she is not fulfilling her responsibilities adequately, she may be asked to resign or be removed from her position.

THE ACL REPORT

The project was undertaken to enable the President of ACL to have an accurate record of what ACL has accomplished in the course of a given year and to make this information available to other interested parties.

The Report is not a best seller, but it is valued by the President of ACL as a record of the League's accomplishments and has proven useful to other individuals.

This year it is proposed that material for the Report be submitted to the President of ACL by August 15 as a firm deadline. The Report will then be edited, typed, printed, and made available by September 30, 1978.

The Report for 1977/1978 will contain essentially the same kinds of material as the Report for 1976/1977.

--Gilbert Lawall
Editor, ACL Report

ACL DIRECTORY OF CLASSICAL ORGANIZATIONS AND ORGANIZATIONS OF INTEREST TO CLASSICS TEACHERS

The project was undertaken for three reasons: (1) so that the officers of ACL could have up-to-date and accurate information about the numerous classical associations in the US today, (2) to share information about existing classical associations among the associations themselves in order to promote greater understanding and cooperation among the associations, and (3) to make information about existing classical associations available to any interested parties.

The Directory is an indispensible tool for the President of ACL, who consults his copy almost every day and often several times per day. It is not a best seller, but its compilation, publication, and distribution have been arranged so as not to bankrupt anyone, either.

The Directory was originally made available at $5.00 per copy with two up-dates promised in the course of the year. One up-date was mailed to subscribers early this year, and another will be mailed early in July.

Beginning in September, 1978, we will offer initial subscriptions at $5.00 and continuing up-dates at $3.00 to existing subscribers. We will distribute one up-date in January and one up-date in June.

For the January, 1979 up-date, we will solicit material from associations in a mailing to be sent out November 15, 1978 and to be returned by December 15, 1978.

For the June, 1979 up-date, we will solicit material from associations in a mailing to be sent out April 15, 1979 and to be returned by May 15, 1979.

With these two up-dates we should catch associations that change their officers in the fall and those that change their officers in the spring.

--Gilbert Lawall
Editor, ACL Directory

ACL PLACEMENT SERVICE

The placement Service Office shall be responsible for operating a placement service for elementary, secondary, and college level teachers of classical languages and classical humanities and of these subjects in combination with other subjects.

The Placement Service Office shall be responsible for maintaining careful subscription records of all Placement Applicants, noting expiration dates and sending out renewal notices. The Central Office shall be responsible for handling and maintaining accurate financial records on all activities of the Placement Service.

The Placement Service Director shall be responsible for sending out a Newsletter (usually monthly) announcing all known available teaching positions.

The Placement Director shall appoint regional and/or state co-ordinators to collect job information in their areas and perform whatever duties necessary to insure the continuation and promotion of present positions and the institution of new positions. The information obtained by these co-ordinators shall be sent

to the Director of the Placement Service who shall publish the information in the Newsletter. All co-ordinators shall receive a copy of the Newsletter. The Placement Director shall encourage all state and regional associations to appoint a co-ordinator who is supported (at least morally) by the association.

The Placement Director shall be responsible for advertising the Placement Service in appropriate publications (e.g. CJ, CW, CO, state and regional classical newsletters, newsletters or journals of elementary and secondary schools).

The Placement Director shall be responsible for maintaining in good order the dossiers of placement applicants and of forwarding such dossiers, upon request, to prospective employers. The placement applicant is expected to provide the content of the file and/or have materials to be included in the file forwarded directly to the Placement Office. The Placement Office operates according to The Family Education and Privacy Act of 1974 and its amendments.

--Robert M. Wilhelm, Director
ACL Placement Service

GUIDELINES FOR ANNUAL INSTITUTES

The annual Institute with about 100 participants is usually held the third week in June (around 20-25) from Wednesday evening until Saturday noon at a site decided at the previous Institute. The program always includes a Council meeting on Wednesday afternoon (and possibly evening), a banquet on Thursday or Friday evening and a business meeting on Saturday morning. The rest of the program consists of reports, papers and discussion groups as formulated by the Program Committee. The responsibilities for the Institute are handled by the Vice-President, the Local Committee and the Program Committee with the National Office (Joan Myers) helping wherever appropriate. The responsibilities of each of these are outlined below.

Invitations to host the annual Institute are solicited from academic institutions, usually by the ACL President, during the previous year. Convenience to transportation should be a factor. It was suggested that we might solicit invitations from prep schools many of whom are going into the convention business. These would usually be more compact campuses, which would appeal to many.

The fee for the Institute must cover the cost of rooms, meals, and a registration fee to cover expenses of printing and other incidental expenses. At present no provision is made for paying the expenses of any speakers. If they are to be paid, this must be calculated in the fee. It should be noted that one of the attractions of the Institute has been its comparatively low fee. There should also be a fee schedule for those commuting and those only attending part of convention, cf. form for 1978 Institute.

The decision as to whether registration forms are to be sent to host institution or to the National Office rests with the host institution.

I. Vice-President

According to the constitution, the Vice-President is the Chairman of the Program Committee or may appoint someone else as chairman. While this technically limits the duties of the Vice-President, in reality it is important for the Vice-President to coordinate the entire program. Joan Myers is an invaluable help with this.

1. Make basic arrangements with host institution (Joan here).

2. Get schedule of CO deadlines and send notices to CO and others for publication in fall. First notice in CO should include invitation for volunteers to be on program.

3. Appoint Program Committee. Be sure the members know deadlines for CO, tentative program mailing, etc.

4. Have checklist of things to be done before, during, and after - be sure someone is doing them.

5. Publicity - 1) Vice-President or Chairman of Program Committee should arrange for notices in CO, CW, etc. Publicity should be sent to the editors of newsletters and bulletins of all the state classical associations, as well as to APA for their newsletter and to ACTFL.

   2) Local Committee should handle local papers.

6. Printing of tentative and final program either by host institution or ACL office.

7. Send thank you letters after Institute.

II. Host Institution - Local Committee

Joan Myers can be especially helpful here in making the initial commitments, arrangements, and fees.

The host institution issues the invitation for the Institute to meet and is responsible for the local arrangements. These include

1 - Rooms, usually in the dormitories, Wednesday night through Friday night (Some participants have expressed interest in alternate arrangements - motel - for those not wanting to stay in the dormitories).

2 - Meals - Thursday breakfast through Saturday lunch - coffee breaks Thursday and Friday - banquet Thursday or Friday evening.

3 - Meeting rooms - one large room (100) and smaller rooms depending on the program. The Program Committee will notify the Local Committee of its needs. (N.B. It is usually good to have someone from host institution on Program Committee.)

4 - Audio-visual equipment. Program Committee will notify Local Committee of needs.

5 - Personnel to man registration unless institution's convention bureau does it.

6 - Have member(s) available at all times during Institute for last minute needs and rearrangements.

7 - Informal parties Thursday and Friday evening - donations - make sure you get money back.

8 - Handle local publicity.

9 - Arrange to have the President or some other official of the host institution greet the Institute on Thursday morning. Also invite this official to the banquet.

10 - Transportation - meeting planes, buses and trains as feasible.

11 - Sightseeing possibilities - as part of program or at end, e.g., Saturday afternoon.

N.B. Clarifications needed re arrangements:

1. contract required? deadline?

2. deposit required? deadline?

3. insurance required?

4. food service hours (so Program Committee can coordinate program with these hours)

5. curfew in dorms?

6. is liquor allowed?

7. is there a fee for meeting rooms?

8. will registration form be returned to host institution or to ACL office?

9. will host institution take care of printing (tentative program and final program) or will ACL office?

III. Program Committee

1. As noted above, the chairman of this committee is the Vice-President or someone appointed by the Vice-President.

2. Program should be substantially completed by December so that tentative program mailing can be prepared.

3. The program usually has a theme which more or less relates to most of the program.

4. The last two Institutes have featured reports from the ad hoc Committees. I think these could be cut to a minimum and only have those which need input from the participants. The others can be distributed in written form at the beginning of the Institute and then, if necessary, have one general session (30-45 mins.) for answering questions and receiving comments. These written reports should summarize total committee activity for the benefit of those who might be attending for the first time.

5. Program should provide variety in types of presentations and in topics. There should be some discussion groups so that participants are active and not just listening to lectures all the time. Topics should combine

the pedagogical and the scholarly with emphasis in latter on topics of interest and concern to high school teachers (i.e., no esoteric papers on minor writers or obscure philosophical questions). But do not belittle the intelligence of participants - the relevance of the topic is the important thing. The participants come to learn something. The initial announcement in CO usually contains an invitation for ACL members to volunteer to be on program, but there is usually not much response so you have to ask people.

6. It is good to have as many local speakers as possible partly because we cannot pay expenses for speakers (see above re fees) and partly because it provides an opportunity for these people to become known on a national level. Often the Local Committee representative will know of good high school programs that should be featured.

7. When someone agrees to speak, send form requesting exact title, length of time needed (you can set a limit), whether or not there should be discussion after speech, and audio-visual equipment needed. Be sure to pass on these AV needs to the Local Committee. Speakers should also provide a curriculum vitae for the person presiding at their sessions (cf. 10).

8. Leave some free time, especially if there are any activities, e.g., swimming, available. Participants need time to relax, so afternoon sessions should not go any later than 4 P.M.

9. Have one or two last-minute replacements available. Somebody always has a change in plans, illness, etc.. that causes cancellation up to the day of the Institute.

10. Each session should have someone presiding - an officer of ACL and/or of various local organizations. Curricula vitae will be provided by the individual speakers.

11. The President or other official of the host institution should be invited to greet the group at the Thursday morning session. This official should also be invited to the banquet. The Local Committee should arrange this.

12. Printing of tentative program and final program is done either by host institution or ACL office. The tentative program with reservation form should be sent out from the ACL office in March or April, ideally with an issue of CO (check with Joan Myers on this).

13. It was suggested that there might be a suggestion box at the registration desk for participants to deposit their ideas as they come to them.

14. Wednesday evening there is usually some informal activity - e.g., a movie - for those who have already arrived and are not at the Council meeting.

Some topics suggested for next year

1. Pompeii 79 A.D.

(suggested possible speakers: Professor Wilhelmina Jashemski, Department of History, University of Maryland, College Park, MD

who speaks on the Gardens of Pompeii; Professor Edward M. Bradley, Department of Classics, Dartmouth College, Hanover, NH who leads trips to Pompeii)

2. Motivational techniques workshop

3. Grant writing workshop (someone from NEH)

REPORTS OF DISCUSSION GROUPS

Group studying the President's Commission on Foreign Languages (established 4/21/78) and the MLA Task Forces related to the commission.

Group members: Edward George, Dorothy MacLaren, Jacob Nyenhuis

The group offers to be ready to forward pertinent material to the Commission at the appropriate time, and to advise Professor John Latimer (who is watching Commission developments) and Professor George Kennedy (an MLA Task Force Chairman) of our readiness to be of assistance.

--Edward V. George
Group Clerk

Do you think an ad hoc committee might be "The Recruitment and Retention of Minority Students and Teachers in the Classics?" I am concerned that the profession is not prepared to meet the shift in population patterns in American cities. Having more minority-background teachers trained in classics could only help, I believe, to help the continuation of our discipline in America's metropolitan centers.

--Albert R. Baca

Report of Discussion Group: Proposals for NEH Secondary School Programs

Leader: Judith Lynn Sebesta

The participants in the discussion group included four high-school teachers from California and Michigan and two university professors from Illinois and South Dakota. That the NEH now had a program for curriculum development in secondary schools was generally unknown, in part perhaps because the current program excludes classical studies. The discussion group recommends that:

1. The program for next year which is to include classical studies (projected deadline August 15, 1979) should be publicized in an article in CO. This article should include, besides information pertinent to application suggestions for various programs to stir the imaginations of teachers.

2. The ACL Thirty-second Annual Institute include on its program a workshop in grant application and that NEH personnel be invited to speak on proposal writing.

3. That a list be made of other sources of funding for program development;

and recommends that:

4. A list similar to Mary Finnegan's "Friends of Latin" be made for state and federal levels.

5. A study be done on how existing audio-visual materials have been used.

A Report of the Discussion Group on Regional Committees for the Promotion of Latin in the Schools and the Coordinating Office, as proposed by the President of the American Classical League.

A group of nine ACL members met until 11 P.M. last evening (June 22) to discuss the above possibility. States represented were Arizona (1), California (4), Illinois (2), and New Hampshire (1).

On the matter of the coordinating office there was no opposition as there seemed to be a united support for the idea of our looking to ACL as an "umbrella" organization to which Latin teachers could voice concerns and from which they could expect help.

On the method of having regional chairmen make up the Committee for the Promotion of Latin, there was a serious discussion. It was apparent that the majority of the group present lacked confidence in the regional associations, considered them self-sufficient and remote from the concerns of the high school teachers and vice-versa. The suggestion was made and approved that ACL work more directly with state associations to promote Latin, as well as Greek, in the schools.

Re Goals and Priorities for ACL. Results are as follows. (Seven questionnaires were returned.)

a) the need for closer cooperation among teachers (6)

b) the need to find ways to influence educators, especially counselors (1)

c) the need to reach and involve parents (2)

d) the need for rapport with state departments of education (4)

e) the need to cooperate with modern language associations (14)

f) the need for building a better public image of the Latin teacher (15)

g) the need to make allies of the Education Committee Chairpersons of the States' Senates and Houses of Representatives (12)

h) the need to promote harmony among Classical Organizations (11)

i) the need to combat the indiscriminate combining of classes, thus the forcing of large class loads upon the Latin teacher (8)

j) the need to encourage classical scholars to become administrators (7)

k) the need to obtain helpful statistics (5)

1) the need for ACL to become an effective voice in helping teachers make a stand against unfair practices (3)

m) the need to influence and recruit junior high students by seeking the cooperation of older Latin students who are respected for athletic ability or good qualities other than scholarship (10)

n) the need to inform the President's Commission that the Classical languages are being too lowly regarded, indeed virtually ignored, in comparison to other languages which are receiving a disproportionate share of money and attention (13)

o) the need for more effective publicity campaigns both state-wide and national so that the public may be more adequately informed regarding our progress (9)

--Mary Finnegan

REPORTS OF ACL COMMITTEES

Reports of the ACL Committee

on the Teaching of Ancient History in the Secondary Schools

December 1, 1977

Professor Lawall's mandate to our committee suggests that "we need a thorough assessment of what is presently being done in the teaching of ancient history in the secondary schools and guidance for the future." In order to accomplish that task we have begun by conducting a preliminary survey among high school Latin teachers from across the country who attended the National JCL Convention in Tallahassee, Florida, last August. Our committee also plans a more comprehensive investigation than our first survey could provide by using as "reporters" members of an ancient history association with national membership.

My interim report has two aims: to discuss the findings of the Tallahassee survey and to indicate some tentative directions in which our committee might go as a result of this survey.

Briefly, the collation of the Tallahassee survey (a 50% return covering some 27 states) indicates that, if ancient history is taught in the public schools, it is generally offered as part of a world history survey given by the social studies or history department. About half of the public schools surveyed taught no ancient history at all, but in many cases the Latin teacher used the language class to present some historical material. Ancient history in private schools appears to be in more vigorous condition, but even here a good program seems often to depend on a resourceful and innovative teacher.

Although our survey was limited to a small, select group of Latin teachers, the general trends of our results confirm what several experts consulted on the problem predicted. For our purposes a significant finding was the important role that the dedicated high school Latin teacher plays in helping to disseminate information on ancient culture.

The survey results and teacher's thoughtful comments suggest inter alia the production of the following teaching materials which might be of particular interest to Latin teachers whose schools do not offer ancient history: 1) a collection of bibliographical items which emphasize new approaches, such as history in process (Materials which the JACT Ancient History Bureau has produced might serve as a model); 2) compilation of an annotated list of suitable texts as well as audiovisual aids useful for showing in the language classroom; 3) creation of modular units of an individualized nature which the teacher could use to supplement language teaching. This project is obviously a major undertaking for which the committee would need outside help.

June 18, 1978

In its first year of existence a major project of our committee has been to conduct 3 different surveys among teachers from across the country in order to collect data on the teaching of ancient history in public and private secondary schools. These three surveys were: 1) a preliminary survey among Latin teachers who attended the JCL National Convention in Tallahassee, Florida, last August. My interim report at the APA in December discussed results of that survey.

2) the same questionnaire sent last November to teachers (mostly of Latin) on the ACL mailing list. My report at San Diego will analyze this material. 3) a revised questionnaire sent to professors in the Association of Ancient Historians, who in turn directed it to local teachers of ancient history. Results of this canvass are still being received.

In those public schools which offer ancient history (49% of the Tallahassee group; 66% of the ACL schools) the social studies or history departments usually teach it as part of a general survey. Primary sources are infrequently used and courses emphasize aspects of ancient culture rather than political history. Students in schools which did not offer ancient history have to rely on Latin class for historical information. Ancient history is, however, comparatively strong and healthy in private schools, even in some cases mandatory. In both surveys it is striking that Latin teachers are often the only gateway to the ancient past.

Many teachers who returned our survey expressed appreciation that someone was looking into the problem of ancient history - there were also urgent requests for bibliography and teaching aids. Our committee therefore believes we should generate the following: 1) an annotated bibliography of texts and other materials currently available. My workshop at San Diego has this aim. 2) information on new ways to teach ancient history, 3) a brochure on the value of ancient history in the school curriculum for administrators. We also feel it important to encourage the creation of modular materials suitable for the language classroom. In light of the work remaining to be done, I would like to request that my committee remain in existence the next two years.

--Sheila K. Dickison
Committee Chairman
Classics Department
University of Florida
Gainesville, FL 32611

Reports of the ACL Committee on

Classical Humanities in the Elementary Schools

December 2, 1977

The members of the committee for the study of classical humanities are as follows:

Ms. Ronnie Ancona (Bush School in Seattle, Washington)
1928-43rd Avenue E
Seattle, Washington 98112

Ms. Marie Cleary (University of Massachusetts)
17 Chesterfield Drive
Amherst, MA 01002

Mrs. Regina Kelley (Gainesville High School)
1900 N.W. 13th Street
Gainesville, Florida 32601

Mr. Kevin Clinton (Department of Classics, Cornell University)
Ithaca, New York 14853

Ms. Koke Kibble (School District of Philadelphia)
2320 Orthodox Street
Brideburg
Philadelphia, PA 19137

This year, our activities are twofold. First, we will review the Cambridge School Classics Project's material for classical studies in the elementary schools with a view to possible adaptation and use in the elementary schools of the United States. After the materials have been thoroughly analyzed, I propose to sponsor a workshop at a regional association to familiarize American teachers of the classics with their scope, sequence, and potential applications.

Second, we are conducting a national survey of elementary school programs in classical humanities so that we may determine the nature of these programs, the needs and interests of various communities, and our possible service based on the findings of the survey.

June 7, 1978

In response to a suggestion of President Gilbert Lawall, I asked the members of this committee if they would be interested in reviewing and evaluating the Cambridge School Classics Project Foundation Course to determine whether these materials were suitable for use in American elementary schools or whether they could be adapted. Some members accepted this charge and are currently examining these materials.

Convinced that hard data were needed on the nature of current elementary school programs in classical humanities, I prepared and distributed forms to the members of this committee; I requested their cooperation to gather sample data. From the responses received to date, it seems that a limited number of such programs are actually in progress. Some that were proposed were not funded; others were not refunded. It is my considered opinion that our first priority for the coming academic year should be the identification of as many existing programs as possible, their aims, scope, the personnel servicing the program, the duration of the program, and the funding patterns.

Next, I would recommend that this committee sponsor one or two workshops for in-service elementary school teachers who are interested in enriching the curriculum by including some module(s) in the classical humanities.

Finally, I will propose that all materials currently used in the elementary schools for programs in the classical humanities be listed and later reviewed. I would expect that some relevant teacher-made materials will be one of the outcomes of the experimental in-service workshops.

I myself propose to invite a small group of elementary school teachers and administrators from a local school district to serve as a sub-committee for the purpose of studying the feasibility of my conducting a workshop in Spring 1979.

I anticipate expanding the membership of this committee to include public and non-public school teachers and administrators who would be interested in participating in our project.

In order to implement these proposals, I am formally requesting that the Council continue the Committee on Classical Humanities in The Elementary Schools for the next two years.

--Elizabeth Seittelman
Committee Chairman
Department of Teacher Preparation
York College of the City University
of New York
Jamaica, NY 11451

Report of the ACL Committee on

Classical Humanities in the Secondary Schools

June 13, 1978

The Committee on Classical Humanities in the Secondary Schools has been developing model teaching units this year. These units fit into our over-all report as follows:

1. Introduction
2. Topics for Greek Civilization
3. Topics for Roman Civilization
4. Sample Course Outlines
   Chronological
   Generic
   Thematic
5. Sample Teaching Units [Current work]
6. Bibliographies
7. Media Sources

I hope that the complete report of the Committee (as outlined above) will be submitted sometime during the coming academic year, and I therefore request that the Committee be allowed to continue its work at least until then.

--Richard T. Scanlan
Committee Chairman
Department of the Classics
University of Illinois
Urbana, Illinois 61801

Reports of the ACL/CAAS Committee on

Classics in the Great Cities' Schools

October 21, 1977

1. The Committee completed its two publications, viz., the brochure for administrators and PTA leadership entitled A CALL TO ACTION: LATIN IS BASIC! and a position paper aimed at administrators entitled A WHITE PAPER ON LATIN AND THE CLASSICS FOR URBAN SCHOOLS. These items were sent with appropriate

cover letters to the official in charge of foreign language instruction in approximately 30 big city school systems. Some of the recipients indicated that they planned to make the material available to other officials within their school systems.

2. Gilbert Lawall, President of the American Classical League, is exploring the possibilities of having the White Paper published as a supplement to The Classical Outlook and of having the White Paper and brochure advertised and sold through the Teaching Materials and Resource Center of ACL. He is also exploring the possibility of making 700 copies of the White Paper available for the Chicago Public Schools where the foreign language supervisor wants to distribute it to all principals and other school officials.

3. The Committee has provided curriculum materials for the newly established Latin program at Roland Park Jr. High School in the Baltimore City Public Schools.

4. The Committee distributed the article from the September issue of Foreign Language Annals, "Tangible Benefits of the Study of Latin: A Review of Research," to all 30 target cities.

5. The Committee provided curriculum materials to the Memphis (Tennessee) City Schools where a new course on improving vocabulary through Latin is being initiated by Mary Lou Williford, the Foreign Language Consultant.

6. The Committee intervened in the crisis situations in Washington and Philadelphia where the FLES Latin programs were threatened with total elimination for budgetary and other reasons. The budget for the Philadelphia FLES Latin program was restored on August 31 at the 60% level. The picture in Washington remains unclear and the superintendent (Vincent Reed) has stated in a letter to us that the decision on whether to continue Latin was up to each school's Local School Budget Committee.

7. Our White Paper and other materials were given to Sister Kathryn Gross, Chairperson of the Foreign Languages Curriculum Committee of the Archdiocese of Philadelphia. She reports a mild upturn in Latin enrollments and in the number of schools teaching Latin in the Archdiocesan system.

8. The Committee hopes to send "An Innovative Language Program in Los Angeles" from the December 1977 issue of The Classical World to our target cities.

June 16, 1978

1. Mrs. Alexander Short of Roland Park Junior High School, Baltimore, reports hopeful signs regarding Latin in the Baltimore City Public Schools. Latin is new to the curriculum of her own junior high school. Latin is slated to be taught at City College High School, an academic high school to be reopened in the fall after a hiatus of several years. The Committee continues to provide curriculum materials and consultative service to the Baltimore schools.

2. The Committee has provided Valerie Wilkinson of the University of Hawaii with curriculum materials and other help in her efforts to start a pilot program in elementary school Latin in the Honolulu public schools.

3. The Committee has participated in the letter writing campaign of the Pennsylvania Classical Association to save the elementary school Latin program

in the Philadelphia School District. This program is threatened with extinction due to the massive budgetary crisis affecting the School District. At this writing the fate of the program is still in doubt.

4. Robert Barako of Fairfield, Connecticut duplicated several hundred copies of the Committee's brochure A Call to Action: Latin is Basic! for use in his recruitment program for Latin.

5. Edwin Cudecki, Director of the Bureau of Foreign Languages of the Chicago Board of Education, reports that the Committee's White Paper on the Teaching of Latin and the Classics in Urban Schools has been sent to all administrators; some expressions of gratitude and interest have been received from several administrators.

6. Dorothy Rossi of Rochester, N.Y. reports that a course called Latin for English will be offered for juniors and seniors at her high school in an effort to upgrade English reading and writing skills. The Committee has provided her with some assistance.

7. Multiple copies of our brochure A Call to Action have been used by James Stebbins, Chairperson of the Foreign Language Department in Riley High School, South Bend, Indiana, in his recruitment efforts for Latin.

8. The Committee has been in touch with Meyer Reinhold of the University of Missouri-Columbia about efforts to interest administrators in St. Louis and Kansas City in the teaching of Latin.

9. Albert R. Baca's article from The Classical World on "An Innovative Language Program in Los Angeles" was disseminated to all target cities.

10. The Committee has helped Christine Philipp of Wells Street Junior High School, Milwaukee, in her development of a proposal for foreign language programs in her school.

11. Dr. Loren Thompson, curriculum director of the newly created New Castle County School District (which subsumes Wilmington, Delaware, and the surrounding suburbs) has been provided with information about the teaching of Latin in an urban setting and possible curriculum materials. He has also visited Latin classes in the Philadelphia School District. Reportedly he is well disposed toward beginning a FLES Latin program in the new school district which was formed by court intervention to foster racial integration. Rhoda Schall, President of the Delaware Classical Association, has been monitoring the situation closely.

12. Since February 10, 1978 about 30 additional requests have been received for copies of A Call to Action and the White Paper.

13. The Division of Continuing Education of the University of Massachusetts at Amherst, through the assistance of Charles Heller, very kindly donated to the Committee 35 copies of A Look at Latin by Marie Cleary. This material which is intended to provide a brief and interesting introduction to Latin was sent to all target cities. The Committee is very grateful to Marie Cleary, the author of the material and a Committee National Consultant, for making this distribution possible.

14. Suggestions that have been discussed about future directions for the Committee include:

a. Publicizing the FLES Latin program of the Los Angeles Unified School District especially in view of the ease with which this program can be replicated in other school systems. Dr. Jules Mandel, the program director, has already secured the permission of the California Department of Education for disseminating the program to interested school districts in the state.

b. Dropping the distinction between consultants and members of the Committee and inviting additional persons to join the Committee (as well as permitting current members -- some of whom have served since 1972 -- to withdraw if they wish). Also, selecting a new Chairperson for the Committee.

c. Investigating the possibility of presentations at national meetings of principals' associations or publication of articles about Latin teaching in journals likely to be read by school administrators. (The June issue of American Education, the official journal of the U.S. Office of Education, carries such an article, viz., "Roots and the Latin Revival" by Henrietta Wexler.)

August 8, 1978

I am very happy to tell you that despite the great fiscal crisis facing the Philadelphia School District, the Board of Education has almost fully restored the budget for the elementary school Latin program.

On behalf of the Executive Committee of the Pennsylvania Classical Association, I want to extend our sincere appreciation to all who participated so enthusiastically in our letter writing campaign to save the program. The letters I saw were very persuasive and contributed in no small way in bringing about a favorable outcome.

--Rudolph Masciantonio
Committee Co-Chairman
School District of Philadelphia
Administration Building
Philadelphia, PA 19103

--Marie Thompson
Committee Co-Chairman
11235 Oakleaf Drive, Apt. 303
Silver Spring, MD 20901

Reports of the ACL Committee on

Curriculum Models and Materials

December, 1977

The committee on Curriculum Models and Materials, established as a working committee to identify classroom-ready, teacher-made Latin materials to be made available at low cost to the teachers of the country through the ACL Teaching Materials and Resource Center, consists of the following members:

Debra Burden, Latin teacher, Martinsville (Indiana) High School

John A. Dutra, Director, ACL Teaching Materials and Resource Center, Miami University, Oxford, Ohio

Mary Jo Euvino, Latin specialist, Indianapolis (Indiana) Public Schools Latin FLES Program

Donna Huffer, Latin teacher, Carmel (Indiana) High School

James R. Stebbins, Latin teacher and Chairman of the Foreign Language Department, Riley High School, South Bend, Indiana

Edwin S. Ramage, Department of Classical Studies, Indiana University -- Bloomington

Ian Thomson, Department of Classical Studies, Indiana University -- Bloomington

Lorraine A. Strasheim, Coordinator for School Foreign Languages, Indiana University -- Bloomington, Chairperson

Michelle P. Wilhelm, Associate Director, ACL Teaching Materials and Resource Center, Miami University, Oxford, Ohio

Robert W. Wilhelm, Associate Director, ACL Teaching Materials and Resource Center, Miami University, Oxford, Ohio

Requests for materials to examine were sent to 75 language leaders in the country; as a result of this mailing, 4 sets of materials, 6 letters with names and addresses of Latin teachers to contact, and 21 requests for the Coordinator materials were received. A publication of the Chairperson's letter in The Classical Outlook yielded 8 more sets of materials. To date there have been 210 requests for the Coordinator materials, indicating there is strong interest in this type of teacher assistance.

The materials received did not fit the priorities set for the identification and selection of materials for the first two years of instruction with special emphasis on "real" Latin, cultural, and motivational lessons or meet the other criteria established.

1. Materials should be easily usable by the classroom teacher, calling for a minimal amount of adaptation or teacher "reworking";

2. The materials should not require too long a cessation of the normal classroom instruction; serving, whenever possible, purposes of:

    a. reinforcement
    b. enrichment
    c. motivation

3. The materials should not be "over the students' heads" but represent a realistic appraisal of the development and capabilities of first- and second-year students;

4. The materials should be linguistically accurate and culturally authentic;

5. Any sections of copyrighted materials quoted or used in the materials must be properly cited and attributed.

In so far as the physical format was concerned, the Committee determined that preference should be given to:

1. Materials in a neat, "economical" format of no more than 10 pages, excluding illustrations;

2. Materials containing suggestions for classroom implementation;

3. Materials typed on 8 1/2 x 11 white bond (to permit teacher use of stencil-making facilities by photocopying when student copies are desirable.

As finally handled, the Coordinator office retyped materials to meet these latter criteria.

When the materials submitted proved to be unusable in this context and it became clear that the Committee could not meet its deadline of August 1, 1977, the three members of the Committee from Indiana University met in an effort to salvage the situation. At this time, although Miss Strasheim had declined to submit any of her materials previously, four sets of materials were identified as usable because:

1. Teacher response to the materials had been positive and enthusiastic;

2. The materials can serve as models for the teacher in developing his or her own classroom materials; and

3. They address a variety of interests -- syntax, culture, mythology, translating, and motivation.

The four sets of materials sent to the Committee and approved for submission to the ACL Teaching Materials and Resource Center are:

1. A Latin Individualized Instruction Unit on the Indirect Statement.
   Alma C. Higbee, Perry Meridian High School, Indianapolis, Indiana.

   A packet designed for student use in the second year with Jenny's First Year Latin and Second Year Latin texts. The packet could easily be adapted to fit other textbooks.

2. Mythological Monsters: Visuals and Learning Activities.
   Ian Thomson, Department of Classical Studies, Indiana University -- Bloomington.

   A set of materials designed to be used for the bulletin board or the overhead projector in motivating students in an age of the anti-hero to study and interact creatively with some of the great myths.

3. Ride a "Pony" to Culture Capsules.
   Lorraine A. Strasheim, Coordinator for School Foreign Languages, Indiana University -- Bloomington.

   A set of materials offering the teacher a model for the presentation of culture lessons and a classroom-ready set of mini-lessons on Roman

housing using Latin literature in translation as the teacher's resource.

4. Learning to Translate Latin: A Mini-Program.
   Lorraine A. Strasheim, Coordinator for School Foreign Languages, Indiana University -- Bloomington.

   An independent-study lesson to be used by the student in developing a modus-operandi for translating utilizing metaphrasing, the technique taught by Waldo E. Sweet in his structural and programmed Latin materials. The self-checks make it possible for the student to use the materials regardless of the teaching approach.

A Postscript

Despite the fact that the Committee was somewhat depressed by the dearth of readily adaptable teaching materials, the signs are that the Committee's goals do reflect teachers' needs and interests. Too, within the past week three excellent sets of materials have been submitted, boding better tidings for the next report.

June, 1978

The Committee had had hopes, at the outset, of addressing the matter of Latin curricula, but these plans involved work sessions--meetings--which became impossible. It is probably appropriate that the Committee cease its work here. It has served to identify a critical need and to offer four sets of materials to serve as models in devising other materials. It is time for another state to form a committee and attack the problem anew. To spare that new group the frustration of trying to identify materials nationally, it would be our recommendation that they focus wholly on state resources. We had learned in our state efforts that teachers were not responsive to lengthy "book" supplements, preferring "insertable" and "teachable" short lessons or units. The criteria we established stemmed from this experience.

Since there is such a time lag between the identification and distribution stages, some Committee members lost heart. The problem was, in all likelihood, that the Committee was overly ambitious, expecting more material to be sent than requested. There were 12 submissions, 500 requests for our materials. Our frustration stems from our wanting more support, more opportunity to learn from others, than was forthcoming. We are not ceasing our efforts, but it is time for another state to make its contributions. We offer our negative experiences not to discourage the new Committee, only to help it use its time and efforts more productively.

--Lorraine A. Strasheim
Committee Chairman
M21 Memorial East
Indiana University
Bloomington, IN 47401

Report of ACL Committee on

Greek in the Secondary Schools

May 30, 1978

The Committee on Greek in the Secondary Schools requests from Council a two-year extension of its commission to promote and facilitate Greek studies at the high-school level. In the two years since the Committee was established by President Gilbert Lawall, it has accomplished the following:

1. Compiled a mailing list of nearly 100 American and Canadian high-school teachers of classical and modern Greek.

2. Canvassed the teaching of both ancient and modern Greek in public and private schools of North America. The results of this canvass were distributed to persons who attended the ACL Institute at Carbondale, Illinois, June 1977. A summary and evaluation of the results were printed in Classical Outlook 55 (1978) 49-53.

3. Mimeographed four different issues of a Newsletter, which was distributed to all teachers on its mailing list. The Committee would like to thank Mrs. JoAnn Dellert and Mrs. Ethel Dwight, secretaries in the University of Massachusetts Department of Classics, for their invaluable help with the Newsletter.

4. Coordinated for Dr. Peter Jones, Director of the JACT Greek Project, most of the Stateside classroom experimentation with early drafts of the new elementary classical Greek text, Reading Greek. This text will be published in July 1978 by Cambridge University Press.

5. Cooperated with the Modern Greek Studies Association, specifically their Standing Committee on Language, in their international survey of Greek Studies. Our help was acknowledged with thanks in the MGSA's Interim Report, dated 24 April 1978.

6. Began, in response to strong pressure from the membership, a teacher's syllabus for classical Greek. Many members (and their students!) have contributed textbook evaluations for the critical bibliography which will form part of the syllabus. Mrs. Dorothy Souvaine of the Winsor School (Boston, MA) and Mr. Joel Kelly of the Kent School (Kent, CT) are helping the Committee's Chairman in the actual writing of the syllabus, parts of which will be presented to the ACL Institute, 23 June 1978, in San Diego.

In the two years which the Committee hopes will be added to its lease by Council, the Committee plans:

1. To continue advising by mail the various persons and school systems that have written for aid in establishing Greek courses.

2. To enlarge its library of Greek textbooks which is currently housed in the Chairman's office.

3. To continue distributing new information about Greek programs, textbooks, aids, and enrollments through subsequent issues of its Newsletter.

4. To complete and publish its teacher's syllabus for classical Greek.

5. To compile and distribute a critical bibliography of textbooks, dictionaries, and other aids for public high schools that wish to establish classes in New Testament Greek.

6. To cooperate with the Modern Greek Studies Association (at their request: see letter of Professor Anne Farmakides, dated 24 April 1978) in projects that are amenable to both associations. Judging from requests sent by ACL Committee members, the Chairman is inclined to say that the Committee could best serve its members who teach modern Greek by providing reading materials in Greek by Greek-American or Greek Canadian writers about the experience of the Greek people in diaspora; and the Committee could best serve its members who teach classical Greek, but are interested in learning modern Greek, by cooperating with the MGSA in obtaining funds for a summer teachers-seminar in modern Greek.

Finally, the Chairman would like to thank the small, but dedicated group of high school teachers of Greek who have written, called, and in every way shown true interest in their discipline by cooperating so fully with the Committee and its work. The Chairman can honestly say that he has enjoyed working with this Committee.

ADDENDUM: The ACL Council, at its meeting on 23 July 1978, authorized the Committee on Greek to plan and advertise a National Classical Greek Examination. In format this examination would be similar to the ACL/JCL National Latin Exam: forty questions with multiple-choice answers for each level of Greek. Students would take the examinations under the supervision of someone other than their teacher, the answer sheets would be returned to Amherst and machine graded, and the high scorers would be rewarded with certificates and medals.

--Edward Phinney
Committee Chairman
Department of Classics
University of Massachusetts
Amherst, MA 01003

Reports of ACL Methodology Committee A:

Latin and Basic Language Skills

December, 1977

The Committee's purpose is to organize and circulate information about the connection between the study of Latin and development of basic language skills and English ability. Since its formation in December 1976, the following has been accomplished:

1) An article summarizing recent research on Latin learning and English ability has been written by Professor Lewis Sussman, to be published soon in The Classical Journal.

2) A booklet, titled Latin and Literacy: An Essay on How and Why to Revive Latin in the Schools, has been completed in draft by Professor Cecelia Luschnig.

3) Plans are underway for a workshop introduction to Latin for teachers of other foreign languages and English who have no Latin background. The workshop will be given in summer 1978 (and perhaps 1979) at six locations: Tufts University, the University of North Carolina at Chapel Hill, the University of Texas at Austin, California State University at Northridge, Pacific Lutheran University, and the University of Minnesota. A proposal for NEH support for participants in the workshop has been submitted by Professor Cynthia Dessen, who is coordinating the project.

4) Work is progressing on the assembling of a projected followup study of English and basic language abilities of students who in the recent past have taken FLES Latin. This project is under the direction of Professor Jane Phillips, with the cooperation of Professor John T. Ramsey (University of Illinois at Chicago Circle) and others, notably in the Indianapolis and Philadelphia public schools. At the moment, key professionals who would assemble and administer the study are still being sought.

5) Judith Chamberlain of Washington, D.C., has undertaken to gather and provide information regarding Latin as an aid in the education of the learning disabled.

6) Professor Judith Lynn Sebesta is keeping a running bibliography of materials appearing on Latin learning and its relation to basic language abilities.

7) Following an introductory call for information and participation circulated in January 1977, newsletters have been circulated to inquirers in February, May, and October. Some 80 people are on the newsletter mailing list. The support of Texas Tech University's Department of Classical and Romance Languages has made possible the assembling and mailing of the newsletter, as well as a great deal of the communication among committee members. A series of discussions of the Committee's goals and activities at the ACL summer institute in Carbondale in June was also helpful in the exchange of information.

8) Committee membership, while unfortunately short in high school teacher representation, at least blankets the country fairly well, and vigorous local circulation of Committee news everywhere has resulted in responses of many kinds from all over the United States. The wide spread of sources for correspondence and ideas reflects how readily members of the Committee as a whole have assumed responsibility on their own.

9) Professor Stephen Rosenquist is the person designated to receive and make suggestions about ideas for circulating news of the Latin/Basic Skills connection more widely through public media such as television.

June, 1978

I. Purpose of the Committee

The Committee was organized in December 1976 "to organize and circulate information about the connection between the study of Latin and the development of basic language skills" (announcement of 1/10/77).

II. Activities since June 1977

A. COMMUNICATIONS. The Committee held two meetings at the APA convention in Atlanta in December 1978, circulated newsletters in October and April, and raised its mailing list to a total of 105 members. (Notable among new people participating in special capacities have been Professor John Ramsey of UICC and James Hessinger of Temple University working on the information retrieval.) Several people have forwarded material for the newsletter or have offered their assistance in specific capacities (see below).

B. PROJECTS.

1. Survey of information regarding Latin and Basic Skills. Professor Jane Phillips, University of Kentucky, in charge of this project, has secured the services of Professor James Hessinger of Temple University, a classicist and a linguist, as coordinator of this effort, which is intended to gather information on the post-FLES English capabilities of FLES alumni-alumnae as against the English abilities of comparable groups of students who have not taken Latin. As of April 5, Professor Hessinger was wrestling with the problem of the best way to retrieve the information desired, referring especially to difficulties involved in canvassing Philadelphia school records. After outlining the difficulties, Professor Hessinger notes that "if luck is with us in certain crucial areas, ... we will have something worthwhile to say by next December" (letter to Professor Phillips, 4/5/78). Professor Hessinger is also in communication with Rita Sheridan of the Indianapolis Schools regarding gathering information from the Indianapolis FLES experience.

2. Summer Institutes: Introduction to Latin for Teachers of English and Other Subjects. Professor Cynthia Dessen of the University of North Carolina/Chapel Hill was in charge. The original objective was to have a series of three- or four-week institutes in a half-dozen campus locations around the country, with NEH support for participants. The proposal submitted to NEH was not funded, and as a result only two of the six participating institutions will be offering the course this summer: Pacific Lutheran University, under the direction of Professor Samuel Carleton, and Dr. James McCann at Tufts University, as part of Tufts' annual Summer Graduate Program. While the NEH proposal was not funded, the reviewers were strong in their encouragement that the proposal be revised and resubmitted. Of the three reviewers whose comments were returned, two rated the proposal at 2 ("good, grant recommended, but not as top priority"), and one at 3 ("Superior, grant strongly recommended") on a scale of 3-2-1-0. The proposal was praised for going directly to meet a pressing current problem, with one reviewer suggesting that the focus should be even more sharply on the teaching of vocabulary and etymology.

Documentation for the practicality of Latin as a support of English ability was commended. The proposal was criticized for inadequate organization and for "absence of evaluation and measures for selection of students" with the advice that "the transfer of the summer training program to the public schools must be clearer." A professor from one of the cooperating institutions who was to teach one of the institute courses also suggested that clearer ties to public schools among the authors of the proposal would be desirable in a future submission.

In sum, the labors of Professor Dessen and her colleagues have produced -- in material gathered for the last proposal, in the cooperation secured among interested institutions and members, and in the prospect of experience to be

gained from the two institutes that will be held this summer -- a solid base on which to build a renewed proposal. Professor Dessen, while she has asked to be relieved of the task of rewriting, suggests that the job can be done with the acceptance of an April '79 deadline for its submission and the summer of 1980 as the time for the full institute program. See further below under "Recommendations."

3. The Pamphlet: Latin and Literacy: Reviving Your Latin Program. Professor Cecelia Luschnig of the University of Idaho is now completing the typescript of the pamphlet, running about 70 typed pages, to be reproduced and available by photocopy through the ACL Teaching Materials and Resource Center. The work is a collection of considerations regarding the decline of English ability, the place of Latin (and Greek) in improving things, and specific suggestions regarding how administrators and others may be approached by advocates of strong Latin programs in schools. It will be an inexpensive, timely, and valuable guide.

4. Survey of Existing Materials on Latin and Basic Skills. Professor Lewis Sussman of the University of Florida in Gainesville undertook to write this survey in December 1977, and the result has just appeared in a Forum article "The Decline of Basic Skills: A Suggestion So Old That It's New" (Classical Journal 73, 1977-78, 346-352). This article joins that of Nancy Mavrogenes (Elementary School Journal, March 1977) and Rudolph Masciantonio (FLA September 1977) as the basic sources for the topic.

5. Continuing Bibliography. It was intended that Professor Judith Sebesta of the University of South Dakota should gather and circulate bibliography picking up where Professor Sussman's leaves off. Professor Sebesta has submitted to Classical Outlook an article entitled "The Case for Latin: New Perspectives on Methodology I," which it is anticipated will appear soon in the journal and will be followed by a second installment which Professor Sebesta is now compiling.

6. Latin and the Learning Disabled: School Curricula in Latin/English. Two persons have been working in this pair of related areas: Ms. Judith Chamberlain of the National Cathedral School, Washington, D.C., and Ms. Sally Midgette of St. Ann's Episcopal School, Brooklyn Heights, NY. Ms. Chamberlain and Ms. Midgette participated in a panel discussion on new trends in Latin at the meeting of the National Association of Independent Schools in New York on March 3. Ms. Chamberlain also submitted a brief article for circulation in the April 1978 Committee newsletter on characteristic errors in learning Latin made by learning disabled students. Ms. Midgette has written a draft text for the course she teaches at St. Ann's which is an introduction to language based on comparison of English and Latin grammars. Ms. Chamberlain and Dr. James McCann are looking for information regarding Latin and the learning disabled and school curriculum material such as Ms. Midgette's syllabus.

III. Accounts and Disbursements

The Department of Classical and Romance Languages has continued to support the Committee's work through its making available a telephone line and secretarial services and supplies. A $150.00 allotment to the Committee from the ACL office has been disbursed as follows:

Postage	$ 17.67
Supplies for newsletters	16.75
Expenses for Chairperson's attendance at Institute (pending approval of Committee members responding to this draft of report)	50.00
Typing of Prof. Luschnig's pamphlet (earmarked, not yet claimed)	30.00
Total used or earmarked	$114.42

Additional expense may be incurred for mailings between the time of the writing of this draft (5/25/78) and the ACL Institute in June.

IV. Recommendations

The following recommendations are made for the future of the committee. These recommendations are made by the Chairperson after circulation of a preliminary outline draft which has been circulated to all on the Committee mailing list.

A. That the Committee be continued in existence past the June expiration date, to pursue the objectives stated in the further recommendations listed below.

B. That the Chairpersonship be passed on to another member of the Committee, and that such a change be made every two years for whatever is the future life of the Committee.

C. That the information survey project being coordinated by Professor Hessinger be continued.

D. That the proposal for summer institutes providing an introduction to Latin for English teachers and teachers in other fields be pursued with a new director, aiming for an April 1979 proposal deadline and a program to be run in summer 1980.

E. That Professor Sebesta continue providing update-installments of new bibliography on Latin and basic skills, in close conjunction with Dr. McCann and Ms. Chamberlain, who are seeking curricular materials touching upon Latin and basic skills.

F. That the Committee continue to encourage Ms. Chamberlain in her study of Latin and the learning disabled.

G. That Professor Lewis Sussman and others interested be engaged to find media outlets for information gathered or generated by the Committee.

H. That broader high school teacher representation on the Committee be sought in various parts of the country.

V. Conclusion

It should be obvious from the above details that the accomplishments of this Committee are the results of persistent cooperation and effort by a large number of people, often in the face of frustrations and obstacles. I wish

to acknowledge gratefully the enthusiastic support this Committee has received from coast to coast. The members' achievements are a sign that the classics profession is not wanting in dedicated workers.

--Edward George
Committee Chairman
Department of Classical and Romance Languages
Texas Tech University
Lubbock, TX 79409

Report of ACL Methodology Committee B:

Individualized Instruction

December, 1977

Information Gathering

The first meeting of the committee was held December 28, 1976, at the annual meeting of the American Philological Association (New York). At that time we established our first task as the gathering of information concerning current programs in individualized Latin instruction. A questionnaire was distributed (through ACL and Classical Outlook) requesting responses from instructors who are either currently offering an individualized program or interested in this mode of instruction. We have learned of the following programs which should be of interest to all Latin teachers:

College/university level:
- University of California, Berkeley
- Cleveland State University
- Ohio State University
- Vanderbilt University

School level:
- Baton Rouge, Louisiana
  - Tara HS
- Jeffersonville, Indiana, HS
- Williamstown, MA
  - Mount Greylock Regional HS
- Nashville, TN
  - Bellevue HS
- Peterborough, New Hampshire
  - Contoocook Valley Regional HS
- Rosenberg, Texas
  - Lamar Co. olidated HS
- West Chester, Pennsylvania
  - Henderson/East Sr. HS

In addition to demonstrating that individualized instruction can work at both the school and college levels, these various programs make use of a wide variety of basic textbooks (among them, Oerberg, the Cambridge Latin Course, Jenney, and the Heritage series).

1977 ACL Summer Institute

Ms. Judith Lawson presented a report of the committee's progress at the 1977 ACL Summer Institute (Carbondale, IL). Her presentation interested others in individualized instruction.

Agenda

We have found a widespread interest in individualized instruction and several strong programs which can serve as models for instructors desiring to introduce programs in their own institutions. The next task of the committee will be to make known to as many members of the profession as possible the nature of individualized instruction and its potential not only for improving the quality of instruction but also for increasing enrollments. At our second full committee meeting (at the 1977 APA meeting in Atlanta) the committee will work out the details of our activity during 1978. I will suggest to the committee that this activity include presenting workshops at regional meetings and preparing articles for publication in appropriate journals.

Membership

Chairperson: Professor Dennis M. Kratz
Professor James Barthelmess (Cleveland State University)
Ms. Judith Lawson (Williams School)
Professor Ned Nabers (Vanderbilt University)
Ms. Gerry Young (Henderson/East Sr HS)

The following have been invited to join the committee:

Mr. Philip Bennett (Jeffersonville, IN)
Ms. Maxine Elliott (Nashville, TN)
Ms. Grace Finto (Rosenburg, TX)
Ms. Margaret Haynes (Baton Rouge, LA)
Professor Richard Hebein (Bowling Green State University)
Professor Robert Knapp (University of California, Berkeley)
Professor John Makowski (Loyola University of Chicago)
Mr. Edward Mowrey, Jr. (Williamstown, MA)
Ms. Beverly Tenney (Peterborough, NH)

Membership is open to all who wish to participate.

--Dennis Kratz
Committee Chairman
Department of Classics
University of Texas at Dallas
Richardson, Texas 75081

Report of ACL National Examinations Committee:

Subcommittee A: College Board Latin Achievement Test

June, 1978

The College Board Latin Achievement Test was completely revised during the 1977/78 academic year. The new material was pretested throughout the country in May. The earliest official administration of the test will be spring, 1979.

Members of the Test Development Committee appointed by College Entrance Examination Board were:

Glenn M. Knudsvig	University of Michigan, Ann Arbor
Floyd L. Moreland	Brooklyn College, Brooklyn
Edwin S. Ramage	Indiana University, Bloomington
Wade C. Stephens	Lawrenceville School, Lawrenceville, NJ
Lura A. Wallace	Gardena High School, Gardena, CA

The Educational Testing Service was represented by Mrs. Emily R.B. Eischen, Associate Examiner in Test Development.

The American Classical League can continue to serve an important function in regard to the Latin Achievement Test by publicizing the program and by providing assistance to teachers who are preparing their students for this or other standardized tests.

Recommendations and Responses

Regarding the

College Board Latin Achievement Test

The American Classical League Committee on the Latin Achievement Test was notified in July, 1977, that the College Entrance Examination Board (CEEB) had made the decision to initiate test development work aimed at revising the content and statistical specifications of the Latin Achievement Test (LAT).

The LAT is one of two examinations in Latin which the College Board offers. The other is the Advanced Placement (AP) Examination in Classics. Both examinations are used primarily to provide post-secondary educational institutions with information useful in making admissions, placement, and credit decisions. Some secondary teachers also use the examinations for such purposes as obtaining data with which to evaluate overall student performance on a yearly basis, setting instructional goals, identifying classroom activities, and providing incentives and reinforcers to students.

In 1973, Committee A of the ACL, in the course of collecting information for a research project on the Latin curriculum of secondary schools, became increasingly aware that there was dissatisfaction with the LAT on the part of students, teachers, and administrators, and that the number of students taking the exam was dropping at a rapid rate. While there was no doubt that the decline in Latin enrollments had an impact, the rate of decline in the number of LAT candidates was much more rapid than the rate of decline in the total number of Latin students.

In the belief that a strong College Board testing program is vital to the welfare of Latin in the schools, Committee A, under the chairmanship of Thomas Cracas, obtained the approval of the ACL Council to direct its attention to the situation regarding the LAT. In 1976 the name of the committee was changed to Committee on the Latin Achievement Test.

The committee analyzed the needs and problems of the LAT in an effort to identify reforms necessary for its revitalization. Three recommendations for changes in test content and policies were formulated and set forth in 1975 in "The Latin Achievement Test: An ACL Position Paper." The recommendations and summaries of the problems were as follows:

1) <u>The scores obtained on Achievement Tests in different subject areas after the same number of years of study should be more nearly comparable</u>.

In general, a Latin student must now study a minimum of three years in order to obtain an achievement test score comparable to the score of a first year history or science student. Students who want to offer achievement test scores for college admission often can obtain these more easily in subject areas other than Latin, thereby making the election of Latin courses and the LAT less attractive to this group of students.

2) New forms of the LAT should be developed such that the test becomes attractive and useful to a larger and more heterogeneous student population.

Although the 1968 Modern Language Association survey of public secondary school enrollments indicated that eighty-nine out of every one-hundred students who start Latin complete no more than two years, the LAT continues to be geared to the third and fourth year levels of the traditional curriculum. Thus the needs of the many students in two-year programs as well as of those in schools using some of the newer approaches are not met by the current forms of the test.

3) The spring test date for the LAT should be restored.

Traditionally, most Latin students were advised to take the LAT either in May of Latin III or in December of Latin IV because of the comprehensive nature of the test. The elimination of the May date has reduced the target population of the LAT even further, ruling out as possible candidates virtually all second year students and most third year students.

Recommendation 3 has already been acted upon inasmuch as the College Board announced in March, 1976, that the May test date was to be restored for the 1976-77 school year.

Recommendations 1 and 2 will now be acted upon by a Latin Achievement Test Development Committee which was appointed by the College Board in August, 1977. The charge to this committee is to develop a test which is more appropriate for second year students than the current test is. It will, of course, have items appropriate for students in Latin III and Latin IV as well. The committee will work closely with Educational Testing Service which produces the exams for the College Board. Statistical specifications for the new exam will be established by Educational Testing Service.

In an effort to make the LAT relevant to the Latin curriculum of more schools the committee will direct special attention to the situation brought on by the increased use of "non-traditional" textbooks and approaches such as the Cambridge Latin Course, Oerberg's Lingua Latina, and Sweet's Artes Latinae. Through attention to the diverse nature of today's Latin curriculum, it is expected that a test will be developed which will not discriminate significantly in favor of or against any well-established secondary program.

--Glenn M. Knudsvig
Subcommittee Chairman
Department of Classical Studies
The University of Michigan
Ann Arbor, MI 48109

Report of ACL National Examinations Committee:

Subcommittee B: ACL/JCL National Latin Exam

June, 1978

Committee Members:

Jane Hall, Fort Hunt High School, Fairfax County, Virginia, Chairman
Sally Blair, Wakefield High School, Arlington, Virginia, Secretary
Maureen O'Donnell, Westminster School, Annandale, Virginia
Linda Sharrard, James Madison High School, Fairfax County, Virginia
Christine Sleeper, Herndon High School, Fairfax County, Virginia
James Minter, Columbia University, Consultant
John F. Latimer, Professor Emeritus, George Washington University, Consultant

The National Latin Exam Committee is delighted to report that in March of 1978 over 9000 students took the National Latin Exam. In keeping with the philosophy of the committee, the exam was open to all students presently enrolled in Latin I, II, III, or IV. Since the purpose of the exam is to encourage the study of Latin, we wrote exams which we felt would be both challenging and rewarding to the student. The committee spent hundreds of hours deciding on format and make-up of the exams. We studied numerous exams which were graciously and willingly sent to us from all parts of the country. We discussed all comments and suggestions made at the workshops and letters we received. We then decided on the forty question and multiple-choice format. Forty questions, we felt, could reasonably be answered in the average school period of 40 to 50 minutes, allowing 5 minutes for directions and for filling in necessary information. Since we feel the primary purpose of a Latin course is to teach Latin, we then determined the make-up of the exams as follows:

20 grammar, derivatives
15 mythology, culture, history, Roman life
5 questions based on a short passage in Latin

We tested Latin III students in Oklahoma, Virginia, New York, and California with a sample Latin II exam in September, and the results showed the exam was too difficult. After many hours of revision the exams were sent to James Minter at Columbia University. Mr. Minter sent back a detailed analysis of the four exams. We revised again and sent the exams to John Latimer for his suggestions. After final proof-reading by Dr. Latimer the exams were ready for the printer. We decided to use a foldover sheet containing all four exams in order to reduce errors in mailing out the correct number of exams.

The letter to Latin teachers with the application was sent to all ACL members (as we had stipulated that the teachers of students entering the exam must be members of the American Classical League) from the ACL office at Miami University. Articles in The Classical Outlook, Torch, U.S., and the CANE Newsletter were helpful in publicizing our endeavor. Applications came in to the Mount Vernon Post Office, Box 95, in large numbers in December and January. Some members did not receive the mail-out, and so we extended the deadline as long as we could in order to accommodate these people.

Value Engineering, a data systems corporation in Alexandria, Virginia, set a date to keypunch the applications in order to send out exams on time. More than 2000 Latin students, whose applications unfortunately arrived after the specified date, had to be refused.

Exams and answer sheets were mailed out on February 20th to more than 9000 students in the United States and Canada. The answer sheets were returned, and we picked them up at Box 95, Mount Vernon, Virginia, and took them to Value Engineering for computer processing.

Our beautiful certificates were designed by committee member Sally Blair, and we delivered these along with 2000 gold and silver medals (which we had wrapped), and 380 envelopes (which we had stamped) to Value Engineering for the final mail-out.

Of the more than 9000 students who took the ACL/JCL National Latin Exam, 382 won gold medals and summa cum laude certificates; 866 won silver medals and maxima cum laude certificates; 1998 won third place magna cum laude certificates; and 1913 won fourth place cum laude certificates.

The breakdown of awards for the 1978 exam was:

Number Right out of Forty	
36-40:	gold medal, summa cum laude certificate
31-35:	silver medal, maxima cum laude certificate
26-30:	magna cum laude certificate
22-25:	cum laude certificate

The awards were sent to the principal of the school accompanied by a letter of congratulations for the achievement of students and teacher.

All the members of the committee have agreed to serve for the year 1978-1979, but next year we hope to add three new members who will accept responsibility for the exam in 1979-81.

We anticipate that many more students and teachers will take part in the National Latin Exam next year. The letter to teachers and application form will go out from the ACL office, Oxford, Ohio in October of 1978 and will be a separate mailing. The deadline date of January 10 will remain the same, as will the testing time -- the second week in March. We will require that any letter which needs a reply from the National Latin Exam Committee be accompanied by a stamped, self-addressed envelope. We do not plan to send out a sample exam with the 1979 application. Those teachers requesting sample exams will be asked to pay $1 and to enclose a stamped, self-addressed envelope. These measures will help to assure that the price of $1 per student for the exam remain the same.

We received $9,223 for Latin exams and paid out $9,157 for computer services, postage, medals, certificates, printing, typing, and miscellaneous expenses. This year the National Latin Exam has managed to come out in the black. A $300 loan was made by the American Classical League and the National Junior Classical League to the National Latin Exam. This loan has been repaid.

As you may surmise from this report, the committee has spent many hours of hard work on this project. The encouragement of Gilbert Lawall and David Levy was of great support to us. The fact that we enabled students nationwide to participate in this successful joint ACL/JCL venture has provided us with a great sense of satisfaction and accomplishment.

--Jane Hall
Committee Chairman
3311 Wessynton Way
Alexandria, VA 22309

Report of ACL Scholarship Committee

June, 1978

There were 36 applications submitted for this year's Arthur Patch McKinlay scholarships. Two were disqualified because they did not meet initial requirements of an applicant either in membership status in the American Classical League or in courses which they taught. One grant awarded to Mrs. Margaret Weaver was refused because she had already received a more substantial stipend from her Ohio Latin Association.

Thirteen grants amounting to $8,100 were awarded and all applicants were notified both by phone and by letter before April 15. Recipients and their proposed areas of study are listed below.

Members of the ACL Scholarship Committee were Mrs. June Stillwell, Clarence Central School, Clarence, New York; William Seaman, Wheeling, West Virginia; Gilbert Lawall, University of Massachusetts, Amherst; and Mrs. Arlene E. Silness, Parker High School, Janesville, Wisconsin.

It has been a pleasure to serve with this capable committee for such a worthy cause; we hope that more teachers will avail themselves of this opportunity to receive study grants in the future.

Scholarship Recipients for the 1978 ARTHUR PATCH McKINLAY SCHOLARSHIPS:

		Proposed Area of Study
$1,000	Miss Mary Frances Hardin Hanna High School 2615 Price Road Brownsville, Texas 78520	Prepare curriculum for Classical Civilization Course; attend Adv. Conf. Course in Classical Civilization at U of Texas, Austin, June 5-August 21.
$1,000	Mrs. Geraldine Hodges Buchholtz High School 5510 N. W. 27th Avenue Gainesville, Florida 32601	3 week Roman Africa Tour of Vergilian Society and possible 3 week tour of Greece as planned by U of Cal. and U of Fla.
$ 800	Miss Judith Chamberlain 1931 Park Road N.W. Washington, D.C. 20010	Continue development of language readiness program for students with disabilities through comparative English and Latin grammar and Greek derivatives.
$ 800	Mrs. Alice Mullaly 204 Evergreen Street Mill Valley, CA 94941	Completion of a text on Ancient Roman Culture for Latin or Social Studies plus one month in Rome to update research relevant to law and civic structure.
$ 500	Mrs. Ann Criswell 321 Alvarado Avenue Los Altos, CA 94022	Attend ACL Institute, San Diego, and then participate in Vergilian Society North Africa tour.
$ 500	Miss Joyce Fairchild 1815 East Lindsey, Apt. 3 Norman, OK	Individually planned tour of Greece, Italy, Europe, and England.
$ 500	Mrs. Barbara Grant 10 Angel Road North Reading, MA 01864	One course in Greek and one in Classical Drama, Tufts University Summer Session.

$ 500	Ms. Ronnie Ancona 1928 43rd Avenue E. #4 Seattle, WA 98112	6 week Summer Session at American School of Classical Studies, Athens.
$ 500	Mrs. Laureen Beaver Bismarck High School 700 Avenue D East Bismarck, ND 58501	Summer study at the American Academy in Rome plus individual touring.
$ 500	Miss Beverly Ann Bryant 18 E. Greenbrier Road College Village Apartments Winston Salem, NC 27104	6 week Summer Session at American School of Classical Studies, Athens.
$ 500	Sister Karen Rose Langhi St. Thomas Aquinas High School 845 Dunn Road Florissant, MO 63031	Courses in Classical Mythology correlated with English Literature and in scientific terms from Latin and Greek, hopefully at Tufts.
$ 500	Miss Barbara Fowler 4266 - C Society Park Harrisburg, PA 17109	Millersville State College graduate school program of 7 weeks campus preparation and 4 weeks "on the site" study of Latin epigraphy, Roman art, and architecture.
$ 500	Mr. Jerome Miller 67 Arundel Place St. Louis, MO 63165	Second Session study under Vergilian Society at Cumae.

--Arlene Silness
Committee Chairman
George S. Parker Senior High School
3125 Mineral Point Avenue
Janesville, Wisconsin 53545

Reports from Winners of

Arthur Patch McKinlay Scholarships

in Summer, 1977

Lowry Anderson
Grandview Senior High School
Grandview, MO 64030

All teachers need to review their courses periodically and consider why they are teaching a particular subject and how that subject can best be taught. The scholarship I received from the American Classical League provided me with such an opportunity. The Arthur Patch McKinlay scholarship enabled me to observe an experienced Latin teacher at the University of Kansas, to improve my own knowledge of Latin, and to develop materials suited for the Latin classes that I teach. Such an opportunity is seldom granted a teacher, and I believe the benefits will be evidenced in an improved Latin program at Grandview Senior High next year.

[Mr. Anderson's report included the following statement in defense of Latin.]

When asked why they are taking Latin, students commonly explain that they want to be doctors or lawyers or that they want to learn English grammar. They see Latin as being important to their careers or for their college studies. They know that there are many obscure initials on medicine bottles and more than a few funny words in legal documents, and all this they know is somehow connected to knowing Latin. Of course, they are right. Latin does carry practical benefits for all students. However, this practicality is not the primary importance of Latin and serves only to equate Latin with any number of other practical, career oriented courses. What the practicality of Latin more importantly demonstrates is that Latin is not dead and is therefore more important than many suppose.

The Latin culture is not dead. To pretend it is, or to merely ignore its vitality, is to deny the continuity of history and to suppress the collective memory of the West. Throughout Western Civilization men borrowed from those who preceded them. They did so in their art, their philosophy, and their faith. This collective borrowing evidenced a common conviction that Western culture belonged to everyone and not merely a few, and it resulted in improvement of all who participated. The primary language of this sharing was Latin. Accordingly, the importance of Latin expresses itself in a very simple question. Do contemporary students wish to participate in the generosity of their culture? When the answer is no, students choose for themselves a world immature in wisdom and frequently lacking even in good sense. As all who care know, wisdom is found with age, and those who ignore their culture must rely on themselves to rediscover a wisdom 3,000 years old. The chances for success are few.

Those who wish to share in the Western genius must learn Latin; they must learn not only to read it, but to speak it -- to live it. A "reading" knowledge is not sufficient for those who love the Latin West because it hinders an actual participation in the culture. The written word is based on the oral, and to ignore the oral aspect of Latin is to let Latin die, to ignore its vitality. One can only observe the dead -- not live with them. The students who learn to speak as well as to read and to write Latin will be able to converse with the wisest men of the West about the present as well as the past. And just as one is influenced by the company he keeps, the students who keep company with the great teachers of their tradition will receive an intellectual and spiritual nourishment unobtainable anywhere else.

Patricia Wickhem
Polytechnic School
Pasadena, CA 91106

Vergilian Society Tour of Roman Britain (or: What I Did with the Money You Gave Me Last Summer)

Our itinerary began in London where we spent several days (both at the beginning and end of the trip) at two museums of great interest and fame, namely, the British Museum and the Museum of London near St. Paul's Cathedral. The latter houses material from the old Guildhall Museum collection. Everything is beautifully displayed, a chronicle of London from pre-historic times through the Roman period to the present.

We then headed north to Colchester after a morning visit to St. Albans or ancient Verulamium. A Roman theater, city wall, and shops held our attention there. At Colchester we were able to see the foundation of a temple to Claudius and the impressive Balkern Gate.

Next we continued north along the old Roman route to Lincoln or ancient Lindum with a lunch stop at Leicester to see the Jewry Wall and the remains of a bath complex. Lincoln was a charming little town built on a steep hill with a commanding view of the countryside. On the main street one can see column bases outlined in the pavement which were part of an old Roman colonnade. The following day was devoted to the city of York.

The next several days represented for me the highlight of our tour in Roman Britain. I am referring to our hike along Hadrian's Wall. We did in fact walk a two mile stretch of wall from Steel Rigg to Housesteads Fort. The weather was constantly changing from mist and dark clouds to brilliant sunshine, and the variety of weather matched the equally divergent terrain. Most importantly we were able to view first hand the construction and design of the wall which is more than mere mortar and brick; it represents a philosophy of defense and provincial life.

Housesteads Fort, the terminus of our walk along the wall, is one of the great examples of legionary forts. Later we were to see Vindolanda which gives one a view of the civilian life which thrived along the wall in Roman times. It is Vindolanda that the Birley family has developed. Under their supervision, school children have constructed replicas of turrets of both turf and stone.

We continued to Carlisle for overnight and then to Chester and Bath. Both of these stops were "two night stands" which afforded us the opportunity to explore these charming English towns on our own. I suppose that bath complex at Bath was the most extensive Roman relic which we saw. There we couldn't say: "Is that all there is?"

After visits to Wroxeter, Caerleon, and Caerwent, we headed south to see a Roman fort along the Saxon Shore and two of the most important villas to be found in Britain. The first Roman villa was Fishbourne. Its possible owner, Cogidubnus is featured in the Cambridge Latin Course, Unit II which I will be using with my students. Therefore the time spent there was particularly interesting for me. The second villa we explored on the way back to London. This was Lullingstone Villa, a smaller site, but nonetheless revealing to the visitor about Roman life, and perhaps the house of an early Christian family in Britain.

Probably the richest legacy of the trip is the great number of slides and other resource material which I was able to acquire at the local on-site museums. One remembers the energy and fervor of Latin teachers swarming down on the bookstands and counters at each museum to make off with valuable "plunder" for the school year. The scenes could only be likened to Boudicca's sack of Londinium. At any rate, the books, realia, maps, and other teaching aids will add a great deal to my classroom presentations and my curriculum.

Finally I should mention the outstanding guidance and commentary which we received from Professor Herbert Benario. His lecture notes and comments will also be invaluable for any presentation on Roman Britain.

May I express to the American Classical League and the members of the selection committee my deepest gratitude for the grant which helped make my participation in the Vergilian Society Study Tour of Roman Britain possible.

David Wrinn
60 Laydon Avenue
North Haven, CT 06473

Pursuant to the conditions under which I received an Arthur Patch McKinlay Scholarship, the following is a brief description of my activities in Italy this summer past.

Shortly after notification of my receipt of the award, I received a telegram from Professor John D'Arms of the American Academy in Rome granting my request for guest status at that institution for a period of three weeks to one month. Charter accommodations having been acquired, I arrived in Rome via Zurich on 14 July and remained at the Academy for a period of three weeks.

My program of study at the Academy consisted of daily readings from Tacitus' Annales XIII-XVI (Furneaux ed. less several chapters dealing with affairs in the East) besides visits to and readings about various and sundry archaeological sites. In respect to the latter, I gave special attention to remains of the mid first century A.D., particularly Nero's Domus Aurea, the Forum, and materials in the Vatican, Capitoline, and National Museums. An excursion to Ostia and an unexpectedly informative visit to the Museo della Civiltà Romana in the E.U.R. completed my schedule of sites, many of which (e.g. Vatican; Forum) I returned to frequently.

The remaining week of my stay in Italy was spent in travel through Northern Italy on my way back to Switzerland. Particularly noteworthy was a visit to Bologna and its Civic Museum and, a matter of personal interest, a trip to Ravenna in order to view its mosaics. During this time I completed my readings from Tacitus.

I wish to express my profound appreciation for this opportunity to lay aside the primers and pursue a topic of longstanding interest. Furthermore, my stay at the American Academy and the interchange of ideas and experiences at that place was stimulating to no small degree. I rate my trip as an unqualified success; both my students and I will continue to profit from my personal acquaintance with the significant remains of Roman history.

THE LEAGUE AND OTHER ASSOCIATIONS

Planning Meetings for Closer Cooperation

Among the North American Classical Associations

The first meeting was held in conjunction with the 109th Annual Meeting of the American Philological Association, Atlanta, Georgia, December 28, 1977, 1:30 p.m., Room 432 of the Atlanta Hilton.

Note: This meeting was called by Professor Gilbert Lawall, President of the American Classical League, in a letter to Presidents and Secretary-Treasurers of the several Associations.

Attending:

Charles L. Babcock	973 Lynbrook Road Worthington, OH 43085	CAMWS
Roger Bagnall	606 Hamilton Hall Columbia University New York, NY 10027	American Society of Papyrologists
Samuel Carleton	Pacific Lutheran University Tacoma, WA 98447	CAPN
Frank O. Copley	Box 216 Rogers City, MI 49779	APA
John A. Dutra	Department of Classics Miami University Oxford, OH 45056	ACL
Rory B. Egan	1045 3rd Street Santa Monica, CA 90403	CCA-SS
Harold D. Evjen	Department of Classics University of Colorado Boulder, CO 80302	APA
Gilbert Lawall	Department of Classics University of Massachusetts Amherst, MA 01003	ACL
Mary Louise Lord	23 Francis Avenue Cambridge, MA 02138	CANE
Harry C. Rutledge	Department of Classics University of Tennessee Knoxville, TN 37916	Vergilian Society
Christine Sleeper	1115 Clinch Road Herndon, VA 22070	Washington Classical Society
Lewis Sussman	Department of Classics University of Florida Gainesville, FL 32611	CAMWS
Robert M. Wilhelm	Department of Classics Miami University Oxford, OH 45056	Ohio Classical Conference

The meeting was called to order by Professor Lawall who addressed the group briefly about its general purpose and had each of the representatives introduce himself. He mentioned the new Directory of Classical Organizations prepared by the ACL and the large number of activities upon which that organization has embarked to promote classical studies. He expressed special concern about the MLA's Task Forces for the Promotion of Language Study, especially Task Force II on commonly taught languages (George Kennedy, University of North Carolina, Chairman). Especially troublesome problem areas are the teaching of classics and classical languages in the two-year colleges and the concern for appropriate

affirmative action in the teaching arm of our profession. Latin, especially on the secondary school level, is now being promoted through special committees of CANE and CAAS. Lawall asked for further effort to promote Latin in the secondary schools, as well as some formal method of coordination on a more general level among the state, regional, and national classical associations.

Professor Copley of the APA, representing Professor Anderson, said that his organization was formally looking into two specific areas mentioned by Professor Lawall: affirmative action and the two-year colleges.

Professor Bagnall, representing the American Society of Papyrologists, spoke of its efforts in publicizing papyrology through a film and especially in editing and publishing papyrological materials. Obviously, the major focus of their activities concerns graduate and post-graduate research.

Mrs. Sleeper of the Washington, D.C. and Northern Virginia Classical Society reported on this organization's activities which are specifically oriented towards the local high schools, e.g., Latin bowls, special teaching methods, and the national Latin exam.

Professor Lord of CANE expressed great concern about how to induce former high school Latin students to continue their studies and interests on the college level. Several other members of the group reported briefly on means which they had employed.

Dr. Egan of the California Classical Association, Southern Section, said that rather than offer moral support as in the past there should be more pragmatic actions taken to help classical studies in the high schools, especially with regard to helping the teachers themselves. He suggested a means of offering combined membership in the APA and the various regional associations.

Professor Babcock, President of CAMWS, emphasized the ways in which college and high school Latin teachers can exchange information on subject matter and teaching methodology. He pointed especially to the successful CAMWS activities in scholarships to high school students, awards to Latin teachers, and the publication of The Classical Journal. Ways must be found to avoid the costly (but all too frequent) duplication of efforts among the organizations.

Professor Dutra of the ACL said that he was willing to share the ACL membership list with other groups. He further mentioned the extensive capabilities of the ACL Teaching Materials and Resource Center and its interest in acquiring additional materials for dissemination.

Professor Wilhelm of the ACL spoke of the importance of better communication among high school and college Latin teachers; he suggested a program of sharing the various newsletters produced by associations and universities.

Professor Rutledge of the Vergilian Society expressed a number of concerns and problems; he especially wondered whether the activities of his group were wandering away from its originally stated purpose. He specifically cited their program of organized tours, many of which do not deal directly with Vergilian studies. They are successful, but are they helpful? Professor Lawall suggested more emphasis upon such activities for third and fourth year high school Latin students and special efforts to encourage Latin students to continue into the third and fourth years. Indiana, for example, sends a group of such students to Italy every summer.

Professor Carleton of the Classical Association of the Pacific Northwest spoke of their regular annual meetings at the University of Washington in which both high school and college teachers regularly meet. He called attention to the notably successful aspects of awarding scholarships to high school teachers. Again, mention was made of the need to exchange regional newsletters among the various organizations, one which Professor Lawall supported vigorously.

Professor Evjen of the APA spoke of his organization's interest in emphasizing Latin studies on the high school level for minority groups, with a view towards increasing their numbers as college majors, graduate students, and finally in the teaching profession. Another APA project is to encourage classical studies in the two-year colleges. Several pilot programs have been created involving junior colleges and graduate schools, especially ones which can retrain existing junior college faculty with the equivalent of the M.A. in classics during summer programs, while they maintain their normal academic year teaching schedules. APA has increased its publishing capability through a new agreement with Scholar's Press, resulting in lower prices and broader dissemination of classically oriented works.

Professor Sussman of CAMWS suggested the formation in a formal fashion of an "umbrella" classical coalition of associations in North America to reduce duplicated efforts and to work more effectively and with a more authoritative voice for the promulgation of classical studies. Professor Babcock agreed and proposed as a means to this end the organization of a follow-up meeting of secretary-treasurers. Professor Evjen reported on similar organizations in other scholarly fields, such as sociology and anthropology. After some discussion it was agreed that such a meeting should be arranged in conjunction with the forthcoming annual meeting of CAMWS in Houston, March 30-April 1. Professor Sussman, Acting Secretary-Treasurer of CAMWS, will undertake to provide notice to all the organizations affected and to set up a special section for this meeting in Houston.

After some remarks by Professor Babcock regarding the possibility of a placement service to be held under the auspices of the regional organizations next year when APA meets in Vancouver, the meeting was adjourned.

Respectfully submitted,

Lewis A. Sussman
Secretary (ad hoc)

The second meeting was held in conjunction with the Annual Meeting of the Classical Association of the Middle West and South, Houston, Texas, April 1, 1978, 12:00 noon, Shamrock-Hilton Hotel.

Attending:

Karl Galinsky	Department of Classics University of Texas	CAMWS Southern section
Lewis Sussman	Department of Classics University of Florida	CAMWS
Arthur J. Stocker	Box 3331, University Station Charlottesville, VA 22903	Classical Assoc. of Virginia

Richard W. Baldes	Box 6012 University, Alabama 35486	Alabama Classical Assoc.
Virginia Barrett	740 So. St. Andrews Pl. #23 Los Angeles, California 90005	California Classical Assoc./ Southern section
Bernard Barcio	6026 Indianola Avenue Indianapolis, Indiana 46220	Pompeiiana, Inc.
Albert P. Steiner, Jr.	4935 Graceland Indianapolis 46208	Indiana Classical Conference
Jane E. Phillips	Department of Classics University of Kentucky Lexington, Kentucky 40506	Kentucky Classical Assoc.
Elizabeth Giedeman Ruth W. Todd	Western Michigan University Kalamazoo, MI 49008	Michigan Classical Conference
Harold D. Evjen	Secretary-Treasurer APA Department of Classics University of Colorado Boulder, Colorado 80309	APA
Marlene Boudreau Flory	1900 Brantley Street Winston-Salem, NC 27108	North Carolina Classical Assoc.
Gilbert Lawall	President, ACL Department of Classics University of Massachusetts Amherst, MA 01003	ACL

Opening remarks were made by Gilbert Lawall, presiding over the meeting. He mentioned the new ACL Directory and the useful information it contains, and then passed out a document on the ACL's promotion of Latin program. This effort will be directed toward high schools and will not duplicate the APA Advisory Program. CANE has a program for high school teacher placement with a mailing list of approximately 2500 school officials in the area. For the national effort, a mailing list would be necessary for school superintendants. Sussman mentioned the existence of computerized mailing lists of this nature, available from certain firms. A discussion ensued about the supposition underlying the national program for the promotion of Latin: essentially it would be aligned with the "back to basics" philosophy. Galinsky said that one of the greatest difficulties in his region was to place good Latin teachers outside of metropolitan areas. Factors of geography and pay make many positions very unattractive to recent university graduates interested in teaching Latin. Evjen described the APA's interest in junior colleges, specifically the retraining of faculty to teach classics-humanities courses. He suggested an appeal to these colleges to institute language/and/or Latin requirements. Also he discussed an incentive program to be funded possibly by NEH to make teaching posts in less desirable geographical areas a more appealing prospect. ACL placement should be coordinated with regional associations. Evjen has a list of 960 college departments which offer Latin. It would be useful to find out which of these certify high school Latin teachers. The importance of a

Latin teacher's second field was emphasized in obtaining employment. There should be some master list which would provide certification information in the various states. This would encourage more mobility among prospective Latin teachers.

It was suggested that a full, or at least part-time person be in charge of the teacher placement service. Lawall said that ACL has no money to support an operation of this magnitude. It would be helpful if the regional associations had their state Vice-Presidents do more in the field of teacher placement.

The group endorsed in principle the ACL document on a committee for the promotion of Latin. Galinsky mentioned that CAMWS Southern Section (meeting in Florida, October, 1978) will devote part of its program to promotion of Latin in high schools. Representatives of the various other classical associations detailed their own activities and plans in this area. One program specified the award of six grants of $1000 each to college students, with the intention of inducing them to become high school Latin teachers. Actually, only one of the six ended up teaching high school Latin. Such funds should, on the basis of this experience, be used rather for people enrolled in a Latin teaching certification program or for the retraining of currently employed high school teachers. One delegate suggested the compilation of a list of job market resource people. Lawall said this would best be done regionally; ACL could compile these and send to its mailing list. After some comments on the generally productive aspects of this meeting and the one in Atlanta, Lawall suggested that the group meet again in Vancouver in December in association with the annual APA meeting to be held there.

Respectfully submitted,

Lewis Sussman
Secretary, ad hoc

Reports From Other Associations

Report of the Delegate to the American Council on the Teaching of Foreign Languages

The Eleventh Annual Meeting of ACTFL was held in conjunction with the annual meeting of the American Association of Teachers of German at the Hyatt Regency Hotel in San Francisco, California, November 24-26, 1977. The meeting, which included two classical sessions, was preceeded, as usual, by a series of preconference workshops on various aspects of foreign language teaching and learning on November 22-24. Over 1600 members attended the Annual Meeting.

I. Report to the ACTFL Assembly by the Executive Secretary, Ed Scebold:

1. ACTFL, now completely independent of MLA, has established its own headquarters at 2 Park Avenue, New York City (18th floor).

2. ACTFL will close the 1977 fiscal year in the black.

3. As of November 1, 1977, ACTFL membership including library subscriptions totaled 8,934 consisting of: 7,383 domestic members, 237 foreign members, 1,066 domestic libraries, and 248 foreign libraries. On November 1, 1976, the comparable total was 9,129, indicating a loss of 195 members and subscriptions from the previous year. This loss is considerably smaller than that experienced between 1975 and 1976 (a loss of 794 members and subscriptions).

4. Publications:

   a. Members and advertisers appear satisfied with the new format of Foreign Language Annals, and 17 regional editorial consultants for the journal have been named.

   b. Volume 9 of the ACTFL Foreign Language Education Series is being distributed with the title The Language Connection: From the Classroom to the World under the editorship of June K. Phillips (Indiana University of Pennsylvania), who will also edit Volume 10, with the title Building on Experience -- Building for Success.

   c. Problems involved in financing and publishing the ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages remain unresolved. The present schedule calls for publication of the 1975 and 1976 Bibliographies as a single volume in early 1978 and the release of the 1977 volume in late 1978. David Benseler (Washington State University) continues as editor.

   d. The Materials Center continues to grow, with sales in excess of $30,000 as of November 1, 1977. New submissions are welcomed, especially of classroom-ready, teacher-produced materials.

5. Projects and Activities:

   a. ACTFL has played an active role in the discussions and planning for the Presidential Commission on Foreign Language and Area Studies, has met with Congressmen on this subject, and has submitted recommendations to Commissioner of Education Ernest L. Boyer.

   b. The ACTFL Executive Council has established the following annual awards: the Paul Pimsleur Award for an outstanding article or report in second language research and two Florence Steiner Awards, one for a public or private school foreign language teacher, and one for a person in postsecondary education.

6. The Twelfth Annual Meeting will be held in Chicago, Illinois, at the Conrad Hilton Hotel November 23-25, 1978, with preconference workshops scheduled November 20-22. The Thirteenth Annual Meeting will be in Atlanta, Georgia, November 22-24, 1979, with preconference workshops November 19-21. In response to preferences expressed by the membership, the annual meeting will take place prior to Thanksgiving in 1980. This meeting will be held in Boston, Massachusetts, at the Sheraton Boston Hotel on November 21-23, 1980, with postconference workshops scheduled November 24-26.

II. Action at the ACTFL Assembly:

1. Richard Brod reported on the MLA Task Forces for the Promotion of Language Study that began work in August, 1977. The task forces include: 1) Task Force on Institutional Language Policy, 2) Task Force on the Commonly Taught Languages (French, German, Latin, and Spanish), 3) Task Force on the Less Commonly Taught Languages, 4) Task Force on Public Awareness, and 5) Task Force on Government Relations. These task forces will provide input to the proposed Presidential Commission on Foreign Language and Area Studies to assure that the voice of the profession will be heard

by the Commission. Classicists will be especially interested in Task Force 2.

2. The President, Howard Altman, (University of Louisville), announced the names of the 1978 Nominating Committee consisting of five Assembly members.

3. At the advice of the President the Assembly elected a Standing Committee of five of its members to conduct Assembly business in case of an emergency when the body is not in session.

4. After much discussion a proposal for a graduated dues structure was approved in principle and returned to the Executive Council.

III. Business Meeting:

1. Elections: The 1977 President-Elect, Lorraine Strasheim (Indiana University), takes office as President January 1, 1978. President-Elect for 1978 is Jane Bourque (Stratford, CT Public Schools), who will serve as President in 1979. New Executive Council members for a three-year term starting January 1, 1978 are: Lynn Sandstedt (University of Northern Colorado), replacing Samuel Lieberman and Helene Loew (New York State Education Department) replacing Gladys Simpson.

2. Awards: The Florence Steiner Awards for 1977 went to Robert Ludwig of Schenectady, N.Y. and Wilga Rivers of Harvard University. The Pimsleur Award went to Robert Politzer of Stanford University.

IV. Classical Sessions:

Sessions arranged by ACTFL included a presentation of Medieval Latin mythographers and a discussion of individualized instruction in Latin. Sessions arranged by APA and ACL and presided over by William Anderson (University of California, Berkeley, President of APA) included a full report on the FLES Latin program in Los Angeles, a demonstration of FLES Latin teaching, and a round table discussion of the teaching of classical subjects in English in California schools, junior colleges, and universities. Attendance was only slightly better than last year, ranging from 17 to 21 per session. The participation of classicists in the ACTFL Annual Meeting remains problematical. Few classicists attend ACTFL meetings; early deadlines for submission of program proposals (January 15, 1978 for the November meeting) escape the notice of most classicists. The basic question remains of what classicists can do at an ACTFL meeting that they cannot do as well or better at the many state, regional, and national meetings of classical associations. One answer might be to conduct sessions that bring together teachers of ancient and modern foreign languages, literatures, and cultures with a focus on pedagogical or methodological problems faced by both classicists and modern foreign language teachers. The classicist may have something to learn from the modern foreign language teacher, and the reverse may be true as well. ACTFL meetings could provide a forum for such a sharing of ideas among teachers of classical and modern foreign languages, yet to date little progress has been made along these lines.

Respectfully submitted,

Gilbert Lawall
APA/ACL Delegate to ACTFL

California Classical Association, Northern Section

Annual Report 1977

The northern section of the California Classical Association has had a busy and successful year. We have been able to meet most of our goals for the year, and we are looking forward to accomplishing even more in the coming year.

Our Spring meeting, held at the University of San Francisco, was a joint meeting of the North and South. The theme of the meeting was "Religion in the Ancient World." The meeting was well attended and proved to be of great interest. One of the items covered at the business meeting was that our chapter should help the Junior Classical League to finance their scholarship program by sending twenty-five cents per registered attendant at the fall meeting to the JCL scholarship fund. The officers for the 1977-78 year were also elected. They are as follows:

President: Mary Kay G. Orlandi, University of California at Santa Cruz
Vice President: George Paganelli, Clayton Valley High School, Concord, CA
Treasurer: Richard Trapp, San Francisco State University, San Francisco, CA
Secretary: Ethel Van Tassel, Liberty Union High School, Brentwood, CA
Members at Large: Therese Terschuren, Presentation High School, San Francisco, CA
Gregson Davis, Stanford University, Palo Alto, CA (filling in for Helena Foely of Stanford)
Henry Hall, Diablo Valley College, Pleasant Hill, CA
Past President: Marie Fontenrose, Terra Linda High School, San Raphael, CA
Editor of the Newsletter: Father Richard Kalkman, San Francisco State University

Our Fall meeting, held at San Jose State University, San Jose, was on the theme, "Getting and Spending in the Ancient World." This proved to be a fascinating topic and drew a large attendance. A special effort was made to get college age students from the various colleges and universities to attend and to become interested in forming chapters of SCL, or some similar college group, at their respective schools. The idea is to stimulate students to join in efforts to promote the study of classics and to give them a focus for a common interest. We are also encouraging them to attend CCA meetings.

The CCA is also affiliated with the Foreign Language Teachers of Northern California. We have held sections at both of their semi-annual conferences. In the spring Al Baca of California State University of Northridge presented a review of the very interesting and timely experimental program he has been conducting for disadvantaged children in forty of the Los Angeles schools. The program, funded by the state, uses Latin to teach English to Spanish speaking students. It is proving very successful, and the materials used will be available to all in June of 1978. This material will also be covered at the ACTFL conference in San Francisco on November 25th.

The Fall FLANC conference at U.S., Davis, featured a panel on Teacher Competency in which Alain Renoir of U.C., Berkeley, and Richard Trapp of San Francisco State University were members. The CCA section on "How Greek and Latin Can Help Students Learn Modern Languages" was given by Mary Kay G. Orlandi, Douglas Olcott, Marie Fontenrose, and Adalaide Roberts.

Other accomplishments for the year included helping the JCL to put on their annual convention March 17 and 18 at the University of Santa Clara, promoting

the re-organization of the SCL (greatly stimulated by the JCL convention) under the able leadership of Douglas Olcott, Stanford, and Marianima Olcott, San Jose State, aiding the scholarship program of JCL. We have also made a definite effort to include graduate students as panel members at our conferences. We have continued to have programs of interest for high school age students, both at our regular meetings and as part of the JCL regional meetings. Our Newsletter has been given a new format, and is, we think, both informative and handsome. In addition we have also published another news sheet with local news and announcements.

Our future plans for this year include a three day spring conference to be held at Asilomar in April. The theme for this will be "The Sea and the Ancient World."

At the ACTFL conference we will hold two sections. The first, already mentioned, will be given by Al Baca and Richard Grimm of U.C., Davis, and will be on Baca's program and also one in Sacramento conducted by Professor Grimm. The other section will be a panel featuring Alain Renoir, Louise Chew, and Henry Hall.

We are also making plans to resume our contests for high school and college students.

Spring 1978

Officers 1978-9

President:	George Paganelli	Clayton Valley High School 1101 Alberta Way Concord, California 94521
	Home:	1651 West Ardenwood Court Concord, California 94521 (415) 685-3615
Vice-President	Helena Foley	Department of Classics Stanford University Stanford, California 94305
Secretary:	Ethel Van Tassel	233 Pippo Avenue Brentwood, California 94513 (415) 634-4576
Treasurer:	Richard Trapp	California State University at San Francisco Department of Classics San Francisco, California 94132
	Home:	29 Lansdale Avenue San Francisco, California 94127 (415) 681-7318
Members-at-Large:	Douglas and Marienima Olcott	San Jose State University San Jose, California 95112
	Home:	1395 Sierra Street San Jose, California 95126 (408) 998-3494

	Henry Hall	Diablo Valley College Pleasant Hill, California 94523
	Home:	327 Westcliff Circle Walnut Creek, California 94596 (415) 937-7114
	Alice Mullaly	Tamalpais High School Mill Valley, California 94941
	Home:	204 Evergreen Street Mill Valley, California 94941 (415) 383-5589
	Therese Terschuren	Presentation High School San Francisco, California
	Home:	625 Arguello Blvd. Apt. 102 San Francisco, California 94118 (415) 752-5582
Past President:	Mary Kay G. Orlandi	Adlai E. Stevenson College University of California at Santa Cruz Santa Cruz, California 95064
	Home Phone:	(408) 425-0487

The Northern section of the CCA has had a busy spring. We held our annual contests for Latin for high school students. We also had a section at the Spring FLANC Conference held March 18 at U. C., Berkeley. However, our main achievement was our three day Spring Conference held at Asilomar April 28-30 on the theme of "Thalassa: The Sea in Antiquity." We are in the process of issuing a volume of our "CCA Newsletter." We are also considering the formation of a Center for Classical Materials and making programs which can be sold to interested teachers.

Respectfully submitted,

Mary Kay Orlandi
Past President

California Classical Association, Southern Section

Annual Report 1977-1978

The Fall meeting of the Association was held on October 22nd at University High School, Irvine. The theme was "The Sounds of Greek and Latin." The morning address, entitled "Excavating a Language," was delivered by Professor Elizabeth Barber of Occidental College. Illustrating her lecture with slides, she showed how linguistic and cultural data may be obtained through archeological decipherment. In the afternoon a film by John Rassias was presented demonstrating intensive oral drills in French at Dartmouth College. Members also heard a tape of dramatic readings from Vergil, Horace, and Ovid by Byron Bekiaris. Dr. Peter Gimpel of U.C. Irvine presented a lecture on "Greek Popular Metrics," which he characterized as syllabic, rather than as quantitative verse. At the luncheon

three retired teachers were honored by the Association and presented with Distinguished Teaching Certificates: Mrs. Louise Duchnowski, Mrs. Margaret Kelly, and Professor Graham Spring.

This year the CCA-SS held its spring meeting in conjunction with the American Classical League Institute in San Diego, June 21st-24th. The theme -- "Updating the Classics: New Roles, New Allies." A lively and varied three-day program included reports on new grassroots projects for Greek, Latin, and the humanities, results of the successful Language Transfer Project in Los Angeles, reports on the new achievement and placement tests in Latin, and demonstrations of the Cambridge method. Materials were presented for the teaching of Latin to non-Latin students in the middle schools and via Ovid in the high schools and colleges. Some provocative lectures were delivered about Roman fountains, chariot racing, Dido and Aeneas, the Atlantis myth, and modern Greek folklore. Students from UCLA presented a scene from Euripides' Iphigenia in Tauris in ancient Greek. The League hosted a gala dinner in Tijuana, Mexico, and a banquet at San Diego State University. Some of the participants chose to extend their visits to southern California with four days of post-convention sightseeing in San Diego and Los Angeles.

One outgrowth of the joint meeting with the American Classical League was the formation of a CCA--SS Committee for the Promotion of Latin K-12. During the coming year the Committee will gather information on the present status of Latin in southern California and exchange promotional materials and techniques with other regional organizations. It will aid in the dissemination of the results of the Language Transfer Project in Los Angeles to school districts and to the public-at-large. The Committee will also promote efforts to preserve and reinstate Latin in the schools.

During the past year the CCA--SS Teacher Placement Bureau has been active, under the direction of Les Johnson, Placement Coordinator. A memorial scholarship fund has been named for Jane McKee Infield, who was serving as Treasurer of CCA--SS at the time of her death earlier this year. The Spring issue of Quid Novi was dedicated to her in recognition of her many years of service to the Association.

We look forward to an active year in the Association and to our joint meeting with the Northern Section, which will be held in southern California in the Spring.

Respectfully submitted,

Virginia Barrett
Secretary

Classical Association of the Atlantic States

Annual Report 1977-1978

Officers (1978-79):

President:	Professor Jerry Clack	Duquesne University Pittsburgh, Pennsylvania 15219
First Vice-President	Professor Walter Donlan	Pennsylvania State University University Park, Pennsylvania 16802

Second Vice-President	Mrs. Rhoda M. Schall	Concord High School Wilmington, Delaware 19803
Secretary-Treasurer	Professor Evelyn H. Clift	441 Townsend Road Newark, Delaware 19711
Officer-at-Large:	Professor David H. Kelly	Montclair State College Upper Montclair, New Jersey 07043
Editor, The Classical World:	Professor Jerry Clack	(See President)
Associate Editors: The Classical World	Professor Evelyn H. Clift	(See Secretary/Treasurer)
	Professor Mae J. Smethurst	University of Pittsburgh Pittsburgh, Pennsylvania 15260
Circulation Manager:	Professor Lawrence E. Gaichas	Duquesne University Pittsburgh, Pennsylvania 15219

Activities:

I. Meetings-- Two meetings (fall and spring) a year usually in conjunction with a state organization in the CAAS region
Fall 1977 -- with the Classical Association of the Empire State at Albany, New York
Spring 1978 -- with the New Jersey Classical Association at New Brunswick, New Jersey

II. Publication-- The Classical World

III. Rome Scholarship-- discontinued several years ago. Presently an endowment fund is being raised ($6000 to date) so CAAS may again give a scholarship for summer study at the American Academy in Rome.

Respectfully submitted,

Phyllis Winquist
Representative to ACL

Indiana Classical Conference, Inc.

Annual Report 1977-1978

During the school year 1977-8 the Indiana Classical Conference presented three programs of talks and papers, two in conjunction with the Indiana Foreign Language Teachers Association's Fall and Spring Meetings. On October 28, at Crispus Attucks High School, Indianapolis, the Classical section offered (1) a presentation by two high school teachers, "The Romans on Rome"; (2) a discussion of Latin textbook selection; (3) a report and description by Bernard Barcio of his remarkable project, Pompeiiana.

In April, again as part of an IFLTA event, the Conference arranged a slide presentation on antiquities and a discussion of teaching techniques in the first-year Latin classroom (college).

The Annual Meeting of the Conference was held at St. Mary's - Notre Dame on May 5-6, with an unusually stimulating array of talks. Leonard Banas, of Notre Dame, had built the program around life in the early Roman Empire, considering the aspects of commercial, industrial, political, religious, and private life, making full use of new source materials.

Among other projects of the Indiana Classical Conference:

(1) Operations of the Indiana Latin Resource Centers, established in 1973 to provide service to Latin teachers, promote the study of Latin, and arrange conferences, workshops, and Latin Days for high school students.

(2) Scholarship assistance to promising Latin students who are about to graduate from high school and enter college.

(3) Sponsorship of a Summer Honors Abroad Program for Indiana High School Students of Latin.

Respectfully submitted,

Theodore Bedrick
Past Secretary-Treasurer

New York Classical Club

Annual Report 1977-1978

Officers 1978-79:

President:	Miss Rita Fleischer	2 Horatio Street New York, New York 10014
Vice-President:	Dr. Elizabeth Constantinides	220 West 93rd Street New York, New York 10025
Secretary-Treasurer:	Mr. Whitney Blair	Rye Country Day School Rye, New York 10580
Custodian of Funds:	Prof. Stanislaus Akielaszek	St. John's University Jamaica, New York 11432
Censor:	Prof. Samuel Seigle	Sarah Lawrence College Bronxville, New York 10708
Past President:	Prof. Roger Dunkle	Brooklyn College Brooklyn, New York

Number of Members: approximately 400 Dues: $2.00

Purposes: To promote the development and maintain the well-being of classical studies, and in particular:

a. To impress upon the public the claims of Latin and Greek to an eminent place in any scheme of liberal education.
b. To improve the practice of classical teaching by free discussion of its scope and methods.
c. To establish and administer Latin Reading Contests to encourage growth in classical knowledge.

Activities:

I. Meetings -- Three meetings (fall, winter, spring) a year with speakers on various phases of classical life, literature, art et al. In the spring of 1978 there was an extra meeting at New York University, where a movie on Thera with commentary was shown.

II. Rome/Athens Scholarships -- One or two scholarships are awarded each year.

III. Sight Reading Contests -- on high school and on college undergraduate level. Medals and money are given as prizes.

IV. New York Classical Club Newsletter -- Three or four times a year the Newsletter is sent to members to announce the programs for the meetings, to give news of special interest to classicists in the N.Y. - N.J. area, to call attention to state and regional and national classical meetings, to give data on summer courses in the colleges of New York and New Jersey, to report on sight-reading winners.

Note: This year more effort has been made to develop a closer relationship between the colleges and the secondary schools. In addition, an informal placement service has been functioning.

Respectfully submitted,

Phyllis Winquist
Representative to ACL

Pompeiiana, Inc.

Annual Report 1977-1978

Since the ACL last met at Carbondale, Pompeiiana's promotional activities have included the following:

I) Circulated the 140 copies of its 17 filmstrip, slide, and movie presentations to an audience of slightly over 25,000 student and teacher viewers.
II) Distributed its Newsletters to approximately 4,500 students and teachers of Latin in the United States and Canada.
III) Delivered program presentations at (A) the National Junior Classical League Convention, (B) the Kentucky Council of Teachers of Foreign Languages Fall Conference.
IV) Maintained Latin promotional displays at (A) the Penrod Arts Fair held in Indianapolis, Indiana, (B) the fall meeting of the Indiana Classical Conference held in conjunction with the Indiana Foreign Language Teachers Association.
V) Sponsored the First National Chariathon for Latin held at the Indianapolis Motor Speedway in which approximately 500 students and teachers of Latin from Indiana and Ohio participated.
VI) Set into motion a nation-wide fund raising drive to construct a National Museum of Classical Heritage with State Fund Raising Chairmen serving in Alabama, Arizona, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Jersey,

New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Tennessee, Utah, Vermont, Virginia, Wisconsin, Wyoming.

VII) Published a new catalog containing approximately 50 educational and promotional items for the use of secondary school Latin teachers. Approximately 4,500 copies of this catalog have been circulated since its printing in August, 1977.

VIII) Expanded its membership by approximately 230.

IX) Produced a new 130 frame filmstrip with accompanying cassette tape entitled THE WORLD OF ANCIENT GREECE TODAY which it circulates free of charge to all interested teachers.

X) Actively participated in designing and presenting a community education Program entitled LOST KINGDOMS, LOST WORLDS which is being sponsored by the Indianapolis Museum of Art.

Respectfully submitted,

Bernard Barcio
Director

THIRTY-FIRST ANNUAL INSTITUTE

UP-DATING THE CLASSICS: NEW ROLES, NEW ALLIES

JUNE 21-24, 1978

SAN DIEGO STATE UNIVERSITY

SAN DIEGO, CALIFORNIA

Program

Wednesday, June 21

2:00-10:00	Registration: Zura Hall Dormitory
4:00- 5:30	ACL Council Meeting Presiding: Gilbert Lawall, ACL President
7:30- 9:30	Book Exhibits
8:00- 9:00	*"The Fountains of Rome"*, slide lecture set to the music of Respighi. Gail Burnett, Emerita San Diego State University

Thursday, June 22

7:00- 8:30	Breakfast, Dining Commons
9:00- 9:30	All sessions are in the Aztec Center Council Chambers unless specified otherwise. Welcome: Albert W. Johnson, Vice President of Academic Affairs, San Diego State University Greetings: Gilbert Lawall, ACL President

SESSION I

Presiding: Gilbert Lawall, University of Massachusetts, Amherst

9:30-10:30	Language Transfer Project *"Latin is Alive and Well in Los Angeles"* ESEA Title IVc, Los Angeles Unified School District E. Jules Mandel, Project Director Kay Neshat, Project Coordinator Albert Baca, California State University, Northridge, In-service Director
10:30-10:45	Coffee
10:45-11:30	*"The Last Encounter of Dido and Aeneas"* Marilyn Skinner, UCLA
11:30-12:15	Latin Via Ovid, A new Latin Text Jacob Nyenhuis, Hope College, Holland, Michigan
12:30- 1:30	Lunch, Dining Commons

SESSION II

Presiding: Mary Ann Burns, Emmanuel College, Boston

1:45-2:15	Report of the Committee on Classical Humanities in the Elementary Schools Chairman: Elizabeth Seittelman, New York College City University
2:15-2:45	Report of the Committee on Classics in the Great City Schools Co-chairman: Marie Thompson, Public Schools of the District of Columbia

2:45-3:15	Report of the Committee on Classical Humanities in the Secondary Schools Chairman: Richard Scanlan, University of Illinois

SESSION III

	Presiding: Les Johnson, University High School, Irvine
3:30-4:15	*"Chariot Racing in the Roman Empire"* Jo Ann Shelton, University of California, Santa Barbara
4:30-5:30	Simultaneous sessions Workshop: The Promotion of Latin in the Secondary Schools Report and open discussion Gilbert Lawall, Univ. of Mass., Amherst Mary Finnegan, Gorham High School, Gorham, NH Dorothy MacLaren, Pasadena, CA Workshop: Classical Humanities in the Middle Grades Report and open discussion - Room L & M, Aztec Center Elizabeth Seittelman, York College City University
6:00-7:00	Reception - Casa Real, Aztec Center
7:00-9:00	ACL Annual Banquet - Casa Real Address: *"In Search of Atlantis"* Richard Trapp, San Francisco State University
9:00-10:30	Informal discussion and workshop sessions

Friday, June 23

7:00-8:30	Breakfast

SESSION IV

	Presiding: Donald Ashman, Hoover High School, Glendale, CA
9:00-9:30	Junior Classical League Report Thomas Moran, NJCL President Donna Gerard, Co-chairman, Committee on Junior and Senior Classical Leagues
9:30-10:00	Report of ACL/JCL Committee on the National Latin Examination Chairman: Jane Hall, Fort Hunt High School, Alexandria, VA
10:00-10:15	Coffee
10:15-11:00	Panel: The Role of Classics in the Humanities Curriculum Alain Renoir, University of California, Berkeley Mary Kay Orlandi, University of California, Santa Cruz John Glanville, San Francisco State University
12:45-1:45	Lunch

SESSION V

	Presiding: John Dutra, ACL Treasurer
2:00-2:15	Report of the Committee on Ancient History in the Secondary Schools Chairman: Sheila Dickison, University of Florida
2:15-3:00	Recognition Scene from Euripides' Iphigenia in Tauris performed in ancient Greek by UCLA Classics students Directed by Evelyn V. Mohr, UCLA Iphigenia: Katharine Free Orestes: Michael Quinette Pylades: Gregory Reilly

3:15-3:45 Report of the Committee on Greek in the Secondary Schools
Chairman: Edward Phinney, University of Massachusetts, Amherst

SESSION VI

Presiding: Rory Egan, University of Manitoba, Winnipeg

3:45-4:30 *"Change or Punishment" - The Choice for Latin: Phase Out or Gear Up.*
Richard Frank, University of California, Irvine

4:30-5:30 Simultaneous sessions
Workshop: New Approaches to Ancient History
Aztec Center, Room L & M
Sheila Dickison, University of Florida

Workshop: A Look at Latin: providing access to Latin in the non-Latin classroom, grades 5 through 8
Marie Cleary, University of Massachusetts, Amherst

6:30-10:30 Fiesta Night in Tijuana, Mexico
Gala dinner at the Jai Alai Palace, time to watch the games and browse in shops

9:30-12:00 Council Meeting

Saturday, June 24

8:00-8:30 Coffee and Donuts, Aztec Center Council Chambers

SESSION VII

Presiding: Paul Shickle, San Marino High School, San Marino, California

8:30-9:15 Report of the Committee on Latin Achievement Tests
Glenn Knudsvig, University of Michigan, Chairman
Lura Wallace, Gardena High School, Gardena, CA

9:15-10:00 The Cambridge Materials: Latin and experimental Greek, video tape demonstration classes
Stephen Rosenquist and Tadeusz Maslowski, California State University, Long Beach; Les Johnson, University High School, Irvine, CA; Patricia Wickhem, Polytechnic School, Pasadena, CA

10:00-11:00 Brunch

11:00-11:45 ACL Annual Business Meeting
Presiding: Gilbert Lawall, President

11:45-1:00 Final Committee Reports, Discussion and Recommendations

California Classical Association
Southern Section

1:15-1:45 CCA-SS Business Meeting

1:45-2:45 *"Ancient Mythology and Modern Greek Folklore"*
Theony Condos, Wilson College, Pennsylvania

Abstracts of Talks

Extracts from Greetings

Gilbert Lawall, ACL President

A full, varied, and exciting program awaits us. We will be informed and entertained, enlightened and motivated by the various speakers and presentations on the program. Informal workshop sessions are scheduled so that we can meet in smaller groups and work together on particular pedagogical and promotional projects. All of this you will find on the program. I want something else to happen at this Institute as well. I want all of you to get involved in some of the basic mechanics of the workings of the American Classical League. Normally these matters are carefully segregated from the meetings at the Institute proper and confined to the Council Meeting which takes place the day before the Institute begins. This year I want to invite all of you to help with the business that is presently before Council. What this involves, in a nutshell, is planning for the future of the League, and I believe that it is appropriate and useful for all of us to become involved in this planning. The following matters in particular need attention.

1) We need to formulate policy statements that can be adopted by Council and that will govern the various activities of the League. We need policy statements on the following matters:

The operation of the League's Central Office.
The handling of the League's finances and the budgeting and investing of the League's financial resources.
The nature, contents, and format of The Classical Outlook, and the nature, contents, accession, and review of pedagogical materials to be distributed through the Teaching Materials and Resource Center and other publications to be produced or sponsored by the League.
The operation of the ACL Placement Service.
The awarding of funds from the Arthur Patch McKinlay Scholarship Fund.
The Activities of JCL and SCL, and
The planning of an Annual Institute.

2) We need to investigate the need for new committees to address concerns vital to the League and to the teaching of Latin, Greek, and classical humanities in our schools. New committees might include the following:

Budget and Investment Committee
Committee on Affirmative Action
Committee on Classical Humanities in the Two-Year Colleges
Methodology Committee C: The Direct Method
Outstanding Achievement Committee
Publicity Committee
Teacher Training Committee

3) We need to investigate proposals for administrative and structural changes in the League, including constitutional revisions and bylaws, and addressing the questions of whether ACL monies are being handled "prudently and properly" and whether ACL should become incorporated in order to secure protection from "potential legal actions," and

4) We need to address the role of ACL in the promotion of Latin, Greek, and classical humanities in the schools by considering a proposal for the creation

of regional promotional committees to be coordinated by a central office, by defining the priorities and goals for the promotion of Latin and classics in the schools, and by investigating how ACL can most effectively work with the NEH programs for secondary schools, with the MLA/ACLS Language Task Forces, and the President's Commission on Foreign Language and International Studies.

In order to investigate all of these areas for concern and to present at least interim recommendations to Council, I have recommended the establishment of a series of Discussion Groups, each to be led by a member of Council. What I want is for each one of you to participate in at least one of these discussion groups during the course of the Institute... This should make it possible to act expeditiously on a large number of issues Friday night, and if we can get good, positive recommendations on the many issues that confront us, we will be doing the League a great service in providing positive direction for the coming months and the years ahead. Your cooperation in this elaborate planning exercise will help assure a healthy future for the League.

In addition, the present chairmen of ACL committees may wish to meet with the members of their committees and other interested persons.

Language Transfer Project of the Los Angeles Unified School District

Albert R. Baca, Inservice Director
E. Jules Mandel, Director
Kay Neshat, Disseminator

I. History

Professor Albert Baca of California State University, Northridge, and Inservice Director of the Project gave its history which begins in 1972 when Dr. Breslin of CSUN's History Department and he discussed the Philadelphia program pioneered by Dr. Rudolph Masciantonio. They decided to bring the program to the attention of Dr. Robert Docter of CSUN's School of Education, and at that time President of the Los Angeles Unified School District's Board of Education. Dr. Docter stated that he would personally follow up on their conversation since he knew several persons in the Philadelphia School System, including the Superintendent. Not long after this meeting, Dr. Jules Mandel, Instructional Specialist in Foreign Languages in the Los Angeles School District, asked Professors Breslin and Baca to discuss with him possible adaptation and implementation of the Philadelphia program in Los Angeles.

In the fall of 1973, Dr. Mandel called a meeting which was also attended by Mrs. Kay Neshat, a Latin teacher and past Chairperson at Fairfax High School. This committee, by now familiar with the literature and some materials of FLES projects in the East, proposed a pilot study in schools which fell below district norms on standard reading tests. The committee recommended that two classes, one in a predominantly Black area, and another in a predominantly Hispanic neighborhood, be established, since district data showed that these two groups tended to score the lowest on standardized tests. In order to meet local needs, the Philadelphia materials, kindly and generously supplied by Dr. Masciantonio, were changed as needed and, at the suggestion of Professor Baca, a Spanish-language component was added.

The pilot plan was approved and a modest budget provided for the preparation of teacher and student materials. At this time, in the Spring of 1974, a specialist in reading at the elementary school level, Mrs. Selma Alpert, was made a member of the project committee while Professor Breslin left the committee since he was no longer at CSUN. During the pilot year of 1974-75, the project teachers and staff modified the instructional materials.

From initial positive reactions from students, teachers, and administrators, it was determined to draft a proposal seeking ESEA Title III funds under the category of innovative programs. The completed proposal was presented for approval to the Board of Education in the spring of 1975 and sent to Sacramento with a statement of commendation. In the category of Language Arts for the Disadvantaged, less than ten percent of the projects submitted were funded, and of those funded the Los Angeles Language Transfer Project was Number One.

"Extending Reading Comprehension Skills through Language Transfer" is the title of the program whose goals are to expand and increase English skills through the study of the Latin language and Rome's culture by:

a. Extending the English verbal functioning of children especially through vocabulary building based on Latin roots and affixes, and through the successful manipulation of another language system.

b. Broadening the cultural horizons of children through comparing and contrasting classical civilization with our own.

c. Improving the self-concept of children by giving them the opportunity to study a subject with which they might not otherwise identify.

d. Developing an appreciation of the relationship between Latin and the Romance languages, especially Spanish.

This statement of goals makes it clear that the program is not a Latin program, but one that seeks to improve English skills through Latin.

The rationale of the project states, "This program hypothesizes that certain English skills, that is, vocabulary acquisition and control of syntactic structures, can be significantly improved through pupil participation in a specially designed course in FLES Latin and ancient Roman culture, employing the principle of transfer and the results of contrastive analysis between Latin and English as well as between Latin and Spanish."

The Los Angeles program differs from the one in Philadelphia in several respects. First, regular classroom-based rather than itinerant teachers are utilized; second, FSEA Title IV-C (formerly Title III) funds make the program possible; third, there is a Spanish language component. This last departure from our model was necessary because of the large Hispanic population of Los Angeles, for many of whom Spanish is the first language and for others a necessary second. The project proposal phrased the need in this way: "No studies to date have been made on the effect of FLES Latin instruction on pupils of Spanish background. Therefore, the Los Angeles Unified School District FLES Latin Program will include a major number of such pupils in this project. It is hypothesized that the self-image of these pupils will improve as they realize that as Latin-Americans they belong to a large and important part of the world's population which traces its linguistic and cultural heritage to the ancient Roman civilization."

The California State Department of Education, through ESEA IV, C, has funded a

2 year Dissemination Grant which allows exemplary projects to be adopted or adapted by other school districts in the state.

Nation-wide dissemination may be possible if other states determine that the project can meet needs of their pupils and the application for funds is successful. Each state has a National Diffusion Network facilitator office attached to its Department of Education. Inquiries may be addressed to these offices.

II. Materials

Materials adapted and expanded from those used in Philadelphia and original materials developed by the Language Transfer Project staff consist of a detailed teacher's guide, pupil readers and workbooks, tape-recorded materials, visual cards, filmstrips, and game kits.

The content of Level I is based on the daily life of a family in ancient Rome. The teachers' guide, Marcus et Julia: Vita Et Lingua Romana Antiqua (Ancient Roman Life and Language), presents daily lessons centered on a unit theme, such as family structure, education, food, and clothing. The lessons present linguistic and/or cultural items through a dialogue containing core vocabulary. These vocabulary words act as the bases for English and Spanish vocabulary extension activities. Cue cards correlated to the daily lesson present and reinforce the language or cultural concept of the lesson.

Look for the Latin Word, the pupil workbook, offers the pupil practice in English vocabulary extension activities in a game format.

Legamus: Vita Romana (Let's Read: Roman Life), the pupil reader, offers opportunities for linguistic development, oral reading, and extension of cultural concepts.

Audio cassettes provide instructional materials, dialogues, songs, and plays for student learning and pronunciation practice in Latin and Spanish for teachers.

The Game Kit is designed to supplement the instructional materials and provide students practice in further extending language concepts, vocabulary acquisition skills, and cultural understanding.

The content of Level II materials is based on Greco-Roman myths. The materials consist of the teacher's guide, Fabulae Antiqui et Novi Mundi (Myths of the Ancient and New World), The Fabulous World of Latin Words, the pupil vocabulary workbook, and Legamus: Dei Romani (Let's Read: The Roman Gods), the pupil reader, and the supplementary materials, analogous to those of Level I in purpose and format. Besides presenting the stories of the myths, the curriculum emphasizes the impact of mythology on English vocabulary, the arts, and modern life.

III. Teacher Activities

Teachers are deployed on two levels. Level II teachers worked with a majority of children who had completed Level I, implemented the previous year. The classroom teacher, using the materials of the instructional program, instructs for an average of 20 minutes during the Language Arts segment of the curricular day.

Teachers use foreign language audio-lingual techniques, large group, small group, and individual response according to the particular lesson objectives. Extension work may be done by an entire class, by small groups, or individuals, under the

direction of the teacher or peers. Teachers observe from oral responses and answers on extension work sheets the needs of individual class members and direct pupils to appropriate activities.

IV. Teacher Training

Because of the classroom teacher's unique opportunity to transfer the language and conceptual skills to other curricular periods of the school day, the Language Transfer Project staff decided to train the regular classroom teachers who probably did not have a classical language background. The training sessions were practical ones, focusing on the needs of teachers to have some background in Latin language and culture, mythology, linguistics, and methods of presenting program materials and strategies for transfer activities.

The suggestions that arose from the evaluations of the training sessions by the teachers modified and undoubtedly improved the training during the three years of the experimental period. The fruits of the staff development sessions have been collected into a Teacher Training Syllabus, published by the Language Transfer Project.

V. Evaluation

Initial and continued funding of a federally-funded project is contingent upon the establishment and maintenance of certain evaluation procedures carried out by an outside evaluator. Accountability is the watchword, and success is measured by statistical evidence that pupils in a given program achieve to a greater degree than pupils who are not in a given program. The following objective data were developed over the past three years.

The major instrument used to determine whether pupils in the project achieved as well as or better than pupils who were not in the project was the California Test of Basic Skills (CTBS), a standardized test that is given to all pupils in the district every year. The CTBS provides information on a pupil's achievement in reading, math, science, and other subjects. The Language Transfer Project focused on the sections on reading vocabulary, comprehension, and on total reading. By comparing the pre- and post-test scores and entering certain tables in the scoring manual, a mean grade equivalent for the mean raw scores is obtained. Table I shows that the mean gain for the Language Transfer group (target) was 4 months in vocabulary, 4 months in comprehension and 3 months in total reading achievement. The comparison group made no gains over the three month period of instruction in the Fifth grade.

Table II shows that the Sixth grade gains in vocabulary comprehension and total reading were at least twice the expected gains for the number of months of instruction.

Tables III and IV show that over the three experimental years of the project, the total English reading scores of the pupils in the Latin program showed consistently higher gains than did the scores of the pupils who were not in the program, at both the Fifth and Sixth grade levels.

In addition to goals for the improvement of English reading skills, the program contained sub-objectives dealing with aspects of vocabulary development, word origins, structural analysis skills, auditory discrimination, and Latin language and culture. Many of these aspects were tested by criterion-referenced tests adapted from those used in Philadelphia. In a test of Latin word power, pupils were asked to derive meaning by associating an unfamiliar word containing a

familiar root with a picture. In Table V, on an average, pupils achieved 70%, the Fifth grade achieved 76%, the Sixth grade 81%, and the Sixth grade, Level II, 72%, during a 3 month period of instruction.

Skills in enunciation of sounds that occur at conflict points between Standard English and Spanish and Southern Regional dialect were tested. Table VI indicates that statistically significant differences occurred between the performance of project and comparison pupils at all grades and levels.

To find out whether pupils could identify language roots and affixes, a five-item word structure test was administered to both project and comparison pupils. Nonsense words were used, and pupils were required to read them aloud. Gains from pre- to post-test for Level One pupils were significant, as were the differences between the project and the comparison groups. Table VII shows that the project was successful in teaching pupils to identify parts of words in a functional way, a preliminary step to deriving meaning in reading.

Another criterion-referenced test was drawn from the pupil workbooks, Look for the Latin Word and The Fabulous World of Latin Words, using derivations and related words. Table VIII shows that the differences in scores between target and comparison groups were highly significant.

Pupils were tested on their knowledge of Latin culture in Level I and mythology in Level II. An achievement of 70% at each level was expected as seen in Table IX. These data show that the language transfer project was successful in teaching youngsters vital skills for developing reading ability in English and understanding our Roman heritage.

The Language Transfer Project also motivated youngsters towards foreign language in high school. Given a choice of subjects to study in high school, pupils were asked to note their preferences in rank order. On a scale of 1 (high) and 5 (low), project pupils indicated a stronger preference than did comparison pupils for further foreign language study. The difference between the two groups was significant at the .05 level, as seen in Table X.

Table XII shows that students liked learning Latin. On a scale of 1 (low) to 4 (high), the median ratings were 3.8 for Grade 5, and 3.7 for Grade 6. Teachers, administrators, parents, and community advisory persons expressed most positive reactions to the project. One of the unique features of the Language Transfer Project is the use of the regular classroom teacher to teach the program, regardless of the teacher's background in Latin or foreign language. This required staff development in order to produce desired results. Table XIX presents the kinds of competencies that the project staff developed.

TABLE I

COMPREHENSIVE TEST OF BASIC SKILLS:

FIFTH GRADE

			PRETEST			POSTTEST				
GROUP	SUBTEST	N	MEAN RAW SCORE	STAN. DEV	MEAN G.E.	MEAN RAW SCORE	STAN. DEV.	MEAN G.E.	MEAN GAIN*	INTERVAL
Target	Vocabulary	385	14.8	6.7	4.2	17.5	7.6	4.6	4	3 mos.
Comparison	Vocabulary	70	14.6	6.6	4.2	15.2	7.0	4.2	0	3 mos.
Target	Comprehension	385	18.4	7.6	3.9	20.7	8.4	4.3	4	3 mos.
Comparison	Comprehension	70	18.4	7.6	3.9	18.2	8.7	3.9	0	3 mos.
Target	Total Reading	385	33.2	7.2	4.1	38.2	8.0	4.4	3	3 mos.
Comparison	Total Reading	70	33.0	7.1	4.1	33.4	7.9	4.1	0	3 mos.

*G.E.
Pretest: Form R, Level II
Posttest: Form R, Level II

At the fifth grade level target students gained four months in vocabulary in the three months between pre- and post-test, four months in comprehension, and three months in total reading (Table I). Comparison students showed no gains in vocabulary, comprehension, or total reading.

TABLE II

COMPREHENSIVE TEST OF BASIC SKILLS:

SIXTH GRADE

			PRETEST			POSTTEST				
GROUP	SUBTEST	N	MEAN RAW SCORE	STAN. DEV	MEAN G.E.	MEAN RAW SCORE	STAN. DEV.	MEAN G.E.	MEAN GAIN*	INTERVAL
Target	Vocabulary	585	20.1	7.6	4.9	23.8	7.8	5.6	7	3 mos.
Comparison	Vocabulary	56	19.5	8.2	4.9	21.7	8.2	5.2	3	3 mos.
Target	Comprehension	585	23.6	8.1	4.7	26.5	8.2	5.3	6	3 mos.
Comparison	Comprehension	56	24.0	9.1	4.7	27.6	8.9	5.5	8	3 mos.
Target	Total Reading	585	43.7	7.9	4.8	50.3	8.0	5.4	6	3 mos.
Comparison	Total Reading	56	43.5	8.7	4.8	49.3	8.6	5.3	5	3 mos.

TABLE III

Total Reading Scores, Fifth Grade
1975-76, 1976-77, 1977-78
C.T.B.S., Level II

YEAR		PRETEST		POSTTEST		INTERVAL	GAIN
		RAW SCORE	G.E.	RAW SCORE	G.E.	(MONTH)	
1975-76	Target	35.8	4.3	45.0	5.1	7	8
	Comparison	35.5	4.3	43.9	5.0	7	7
1976-77	Target	37.6	4.4	45.6	5.2	7	8
	Comparison	38.9	4.5	45.2	5.1	7	6
1977-78	Target	33.2	4.1	38.2	4.4	3	3
	Comparison	33.0	4.1	33.4	4.1	3	0

TABLE IV

Total Reading Scores, Sixth Grade
1975-76, 1976-77, 1977-78
C.T.B.S., Level II

YEAR	GROUP	PRETEST		POSTTEST		INTERVAL	GAIN
		RAW SCORE	G.E.	RAW SCORE	G.E.	(MONTH)	
1975-76	Target	43.5	4.7	53.2	5.8	7	11
	Comparison	43.1	4.7	52.4	5.7	7	10
1976-77	Target	42.8	4.7	51.9	5.7	7	10
	Comparison	40.4	4.5	46.0	5.2	7	7
1977-78	Target	43.7	4.8	50.3	5.4	3	6
	Comparison	43.5	4.8	49.3	5.3	3	5

TABLE VIII

CRITERION - REFERENCED VOCABULARY EXTENSION TESTS

GRADE GROUP	LEVEL	N	MEAN RAW SCORE	STAN. DEV.	MEAN RAW SCORE	STAN. DEV.	T-RATIO	SIG
Fifth Target	I	377	8.8*	14.1	12.9	17.1	11.347	.001
Comp.	I	62	7.5*	10.4	8.7	5.4		
Sixth Target	I	196	9.8*	3.6	15.2	3.8	10.991	.001
Comp.	I	63	9.7*	3.0	10.1	2.9		
Sixth Target	II	294	14.3**	3.7	18.5	4.0	9.826	.001
Comp.	II	63	12.8**	3.4	13.0	4.1		

*Of a possible twenty-two items, posttest only; Look for the Latin Word
**Of a possible twenty items, posttest only; Fabulous World of Latin Words

TABLE IX

CRITERION - REFERENCED TEST:
LATIN CULTURE/MYTH

GRADE	LEVEL	N	MEAN RAW SCORE	STAN. DEV.
Fifth	I	414	14.5*	3.3
Sixth	I	284	14.7*	2.6
	II	330	15.6**	3.9

*Of a possible nineteen test items, posttest only; Latin Culture Test
**Of a possible twenty test items, posttest only; Myth Test

TABLE X

STUDENT PREFERENCES FOR HIGH SCHOOL FOREIGN LANGUAGE STUDY

GROUP	N	First choice	Second choice	Third choice	Fourth choice	Fifth choice	MEDIAN	CHI-SQUARE
Language Transfer	1066	260	217	218	211	160	2.2*	3.97**
Comparison	185	38	29	31	43	44	3.3*	

*One (high) to five (low)
**Significant at .05 level

TABLE XII

STUDENT RATINGS OF LANGUAGE TRANSFER PROJECT

ITEM	N	GRADE LEVEL	FREQUENCY Not at all 1	2	3	A lot 4	MEDIAN RATING
How much do you like learning Latin?							
	425	5	11	23	82	309	3.8
	572	6	20	50	163	339	3.7

TABLE XIX

INSTRUCTIONAL COMPETENCIES OF PARTICIPANT TEACHERS

COMPETENCY	NO. OF TEACHERS COMPETENT*	PERCENTAGE
Introduce lesson in English; present structure.	38	95%
Model Latin sentences	38	95%
Call for pupil and class imitation with acceptable pronunciation, fluency, and intonation	38	95%
Practice dialogue material		
-Teacher with class	40	100%
-1/2 class with 1/2 class	35	88%
-Teachers with pupil	39	98%
-Pupil with teacher	40	100%
-Pupil with Pupil	36	90%
Check comprehension		
a. Use Quo modo Anglice	32	80%
b. Observe action in response to Latin command	40	100%
Use pattern practice		
a. Substitution	35	88%
b. Oral and visual cues	40	100%
c. Question and answer practice	38	95%
Apply learning principles		
a. Revelation of objectives	25	63%
b. Application of practice	35	88%
c. Knowledge of results	35	88%
Pace activities	37	93%
Mean Number Competent	36.5	92%

*Of a possible 40 participant teachers

TABLE V

CRITERION - REFERENCED TEST:
LATIN WORD POWER

GRADE	LEVEL	N	MEAN RAW SCORE		STAN. DEV.
Fifth	I*	414	15.1	.76%	3.2
Sixth	I*	284	16.2	.81%	3.0
	II**	330	13.6	.72%	3.4

*Of a possible twenty items, posttest only.
**Of a possible nineteen items, posttest only.

TABLE VI

Criterion-Referenced Test of Enunciation and Oral Proficiency

GRADE	LEVEL	GROUP	N	*** PRETEST		*** POSTTEST		T-RATIO	SIG.
				MEAN RAW SCORE	S.D.	MEAN RAW SCORE	S.D.	TAR./COMP POST	
5	I	Target	63	3.1*	1.1	3.5*	1.0	1.217	N.S.
5	-	Comp.	63	3.3	1.1	3.3	1.1		
6	I	Target	49	3.2*	.9	3.6*	.5	3.075	.01
6	-	Comp.	65	3.0	.9	3.2	.8		
6	II	Target	62	3.4**	.9	3.7**	.6	3.854	.001
6	-	Comp.	65	3.0	.9	3.2	.8		

*Difference between pretest and posttest significant at .05 level.
**Difference between pretest and posttest significant at .01 level.
***Of a possible 5 items.

TABLE VII

Criterion-Referenced Test of Word Structure

GRADE	LEVEL	GROUP	N	PRETEST		POSTTEST		T-RATIO	SIG.
				MEAN RAW SCORE	S.D.	MEAN RAW SCORE	S.D	TAR./COMP POST	
5	I	Target	66	1.7**	1.4	2.6**	1.5		
5	-	Comp.	63	2.1	1.3	2.1	1.3	1.758	N.S.
6	I	Target	53	2.0***	1.3	2.9***	1.0	3.601	.001
6	-	Comp.	64	2.1	1.1	2.2	1.0		
6	II	Target	60	2.5	1.3	2.9	1.1	3.583	.001
6	-	Comp	64	2.1	1.1	2.2	1.0		

*Of a possible 5 items.
**Difference between pretest and posttest significant at .01 level
***Difference between pretest and posttest significant at .001 level.

The Last Encounter of Dido and Aeneas

Marilyn Skinner

Although T. S. Eliot praised Vergil's account of Aeneas' last meeting with Dido for its complexity of meaning and economy of expression, much recent classical scholarship disregards complexities and turns the passage into a simple moralistic pronouncement upon the affair in Carthage. Thus Roger Hornsby and R. D. Williams discover evidence for Dido's unstable temperament in her brutal rejection of her former lover, while Madeline C. Covi finds grim satisfaction in Aeneas' tardy recognition of responsibility for her death. Both critical readings oversimplify by ignoring numerous allusions to the fourth book - allusions which comment disturbingly upon the past and present actions of Dido and Aeneas. In this paper I will analyze Vergil's use of situational reversals and verbal echoes as a device to examine the events at Carthage from an altered perspective.

Michael von Albrecht has lately shown that the pattern of action in this episode reverses the roles which Dido and Aeneas assumed in the quarrel-scene of book 4. Here it is Aeneas' turn to plead tearfully, Dido's turn to stand hard and silent. This interchange of roles reflects his new empathy with her suffering. However, the thematic implications of the inversion-pattern reach beyond the immediate perceptions of the protagonist to touch upon the central tragic paradox of the Aeneid, the radical conflict between public and private values. Surface pathos is undercut by ironic verbal echoes which force the reader into detached consideration of Aeneas' ethical dilemma.

The moon-simile introduces this theme of moral ambivalence. Lines 451-454 closely echo the description of Aeneas and the Sybil at the start of their underworld journey (6.268-272). In each passage, the physical image of shadow and fitful darkness externalizes Aeneas' subjective apprehension. Moreover, the moon-simile itself casts doubt upon the observer's ability to correctly interpret his experiences. Fact and opinion, right and wrong, are not readily apparent in this realm of the dead past.

While his former mistress stands dry-eyed and unyielding, Aeneas weeps profoundly. This is a fundamental role-reversal, charged with a terrible irony. Tears are the symbol of that comprehensive pity which informs Vergil's tragic awareness. In pursuit of his divinely ordained goal, however, Aeneas is forced to suppress his pity for Dido and assume a Stoic detachment. When he attempts to leave her, his not weeping becomes proof, to her, that he had never loved her. The tears shed during Anna's last appeal are fruitless and meaningless (inanes). Dido's breakdown is precipitated by her conviction that Aeneas has abandoned her emotionally.

Although Aeneas' ruthless treatment of Dido was originally represented as divinely sanctioned and assisted, the encounter-scene reveals the cost of his heroically inhuman austerity. The futility of his compassion for the dead Dido is suggested in demisit lacrimas dulcique adfatus amore est, which contains a troubling echo of her bewildered protest at 4.369-370. Furthermore, Dido herself now displays the same pitiless inflexibility that she had once encountered in Aeneas. The rock simile is a sad reminiscence of her frantic attack upon his impassive bearing (duris genuit te cautibus horrens / Caucasus, 4.366-367) and the verbal echo dura silex aut . . . Marpesia cautes condemns his own hardness as well as hers. The close similarity of the two situations paradoxically emphasizes the basic lack of communication between the partners.

Not surprisingly, the greatest concentration of verbal allusions occurs in Aeneas' poignant speech of entreaty, which recalls Dido's agonized appeals to her departing lover. These remembered phrases again draw attention to the ethical complexity of what had once been presented as a right and proper, albeit painful, course of action. By using verbal echoes to qualify surface sentiments, Vergil is also able to convey the doubt and self-reproach in the mind of his speaker, who suddenly realizes the validity of Dido's personal claims upon him. Thus the conflict between passion and responsibility, once so clearly defined and so explicit, has become ambiguous, muddled, and perhaps irresolvable.

The dreadful finality of Aeneas and Dido's last meeting is underscored by the new moral ambivalence of their past actions. Vergil deliberately calls into question that general view of events he was at pains to establish earlier in the epic. Aeneas' stern Stoic deportment loses its heroic quality, while Dido's death now appears a wretched preventible accident. The memory of past happiness is clouded by animosity and remorse, and a sense of waste and loss is all-pervasive. Yet the tragic intensity of this last encounter is actually heightened by the lack of any clear-cut moral resolution. Vergil affixes no blame for what has happened: the wrong is inherent in the kinds of choices a human being must make. In the murky labyrinth of the dead past, there are no villains. No villain need be.

Latin Via Ovid

Jacob Nyenhuis

The purpose of this invited presentation on a new text co-authored by Nyenhuis and Norma Goldman (published by Wayne State University Press in late 1977) was to introduce Institute members to the essential features of this textbook. Based on the belief that Ovid's Metamorphoses has significant potential for a liberal education, because of its place in Western literary tradition, and on the premise that Ovid's stories are sufficiently interesting to capture the imagination of 20th century students, because of his rich narrative style, this text is designed to teach students to read Latin with ease and enjoyment. The student is expected to progress from reading simplified, abridged retellings of Ovidian stories, through more complex paraphrases to the pure poetry of Ovid within a single academic year at the college level or two at the secondary school level.

Professor Nyenhuis described how the format of the book is intended to further its basic educational aims. Narrative summaries of the story presented in each unit of lessons are designed to provide an overview of the Latin stories, with visual reinforcement through line drawings suggestive of Greek vase paintings. Each of the 40 lessons consists of an introductory dialogue, a Latin narrative section, vocabulary, grammatical explanations, exercises, and etymology or Roman life sections. The exercises offer a blend of questions and answers, in Latin, based on the stories, drills in forms and usage of the various parts of speech, and the opportunity for translating from English to Latin. The etymology and Roman life are usually closely related to the stories. Midway through the book, interim readings are introduced between each unit of stories. These readings contain no new grammar, reinforce vocabulary and syntax of the first 20 lessons, and yet are structured so as to approximate more closely the Ovidian vocabulary and syntax.

The format changes dramatically for the last ten lessons, which consist of pure Ovidian poetry presented in short segments for ease of reading and discussion. Notes and vocabulary appear on each page, following the format of Petronius and

Plautus readers published under Nyenhuis' editorship by Wayne State University Press in 1970. The grammar in these lessons is mostly review and reinforcement.

Professor Nyenhuis also presented excerpts from several lessons to illustrate the format and content of the book. Segments of audio tapes available to supplement the text were played to augment the presentation. An animated film version of the Odyssey, made by art students studying the forms of Greek vase painting, for which a Latin script is reproduced as a lesson in the text, was also shown.

Professor Nyenhuis concluded his presentation with a report on classroom experience with the text. He noted that a minimum of four class periods per week is required to complete the text and that an additional half hour of language laboratory work each week is also recommended. He further reported that one professor has been able to conduct his class almost entirely in Latin, although most teachers tend to mix English and Latin in giving instructions, offering praise, and answering questions.

Chariot-Racing in the Roman Empire

Jo-Ann Shelton

Chariot-racing was Rome's most popular spectator sport. Horses were imported into Rome from all parts of the Empire, but the best race horses were said to be those bred at stud farms in Africa and Spain. Mosaics found in both these countries indicate that the Roman race horse was much smaller than today's racing thoroughbred. A strong, "handy" horse was most desirable because races in the Circus Maximus were almost five miles long and required 13 sharp, dangerous turns around the metae (goal posts) of the spina (center divider).

The races were financed with state funds. The magistrate in charge of the races, usually an aedile, would negotiate a rental contract with the managers of the racing stables, which were called factions. There were four factions -- Red, Blue, Green, and White --and each would provide, according to the rental contract, horses, chariots, and drivers for a day's racing.

Most chariot drivers were slaves who were owned by the factions. Many died young because racing was extremely dangerous. The chariots were small, poorly balanced vehicles constructed of light-weight material. Frequently they tipped over at the sharp turns, or even fell apart on the stretch, unable to withstand the violent jarring of the hard track. In addition, before the race began, unscrupulous drivers often put curses on drivers of other factions, damaged their chariots, and drugged their horses. It is amazing that any driver survived even one race, and more amazing that a successful driver might continue to compete for ten or more years. Winning drivers were as popular in Roman society as are rock stars in American society, and were showered with affection and, more importantly, gifts by their admiring fans.

By the time of the elder Pliny, the Circus Maximus held 250,000 race fans; yet Trajan and later emperors increased the seating capacity. Chariot-racing was obviously the favorite entertainment of the ancient Romans.

The Promotion of Latin in the Secondary Schools

Dorothy MacLaren

I. The Project. A proposal to the Community Research Committee of the Pasadena Junior League:

> ...that the Junior League of Pasadena, under guidance of the Classics Department of Pomona and Scripps Colleges, support with volunteers and funds an innovative program, The Cambridge Latin Course, for teaching the Latin Language and Classical Tradition in the Pasadena schools at an elementary level.

II. Rationale. The percentile for achievement in verbal skills in Pasadena has steadily declined. According to 1976 California testing, results were as follows:

Grade 12:	Reading	26%
	Written	27%
	Spelling	38%
	Math	24%

(Three communities immediately adjacent to Pasadena ranked in the high 90%)

III. The Cambridge Latin Series. Having made detailed study of innovative programs in operation (Philadelphia, Washington, D.C., Indianapolis, Oerberg, and Peckett, we have concluded that the Cambridge Series was best suited to our suburban community because of stress on cultural heritage and the authenticity of its paralinguistic material, slides, etc.

IV. The Junior League as Supporting Group. The Junior League has been successfully involved with volunteers and funds for over 50 years in Pasadena, spearheading countless agencies and cultural activities which, having proved their worth, have been absorbed and supported by the community.

The purpose of this nationally organized corporation is exclusively educational and charitable, and is according to its by-laws:

> to promote voluntarism; to develop the potential of its members for voluntary participation in community affairs; and to demonstrate the effectiveness of trained volunteers.

Insomuchas the Pasadena Unified School District was not financially able at this time to introduce an innovative program in Latin, it was essential to solicit outside, independent funds.

V. Presentation to the Community. Local newspaper, Pasadena Star-News, was completely co-operative in presenting concept of teaching Latin as an aid to achievement in linguistic skill.

VI. Academic Support. Claremont Graduate School accepted this project as subject for my critique in partial fulfillment of requirements for the degree of Master of Arts.

Title of above critique:

THE VALUE OF THE LATIN LANGUAGE AND LATIN LITERATURE AS AN AID TO ACHIEVEMENT IN LINGUISTIC SKILLS INCLUDING A PROPOSAL TO ADAPT AN INNOVATIVE PROGRAM AT A LOCAL LEVEL TO MEET THE PROBLEMS OF MODERN EDUCATION.

VII. Cultural Involvement. In order to take full advantage of cultural and educational resources within Pasadena and environs, a "Workshop in the Humanities for the Volunteers of the Junior League of Pasadena" was proposed by Dr. Harry Carroll, Chairman of Classics, Pomona College.

VIII. Comments and Conclusion. Although at the final evaluation level of the Junior League Projects Research Committee, the Latin Project was not recommended, I am convinced that the project was valid.

Informal reports from interested members of the evaluation committee assure me that the project was highly esteemed and that several young mothers and teachers who had never studied the Latin language were impressed by its potential as a learning tool.

Because of the recent resurgence of interest in the humanities throughout the Western world, I believe that a Latin Project such as outlined is highly feasible in a community with educational and cultural resources available outside the school. Classical languages are, indeed, an integral part of the humanistic world; any broad program in the humanities which neglects them would be incomplete.

Participation in such a program by local organizations and the use of highly trained volunteers (museum and library docents, teachers' aides etc.) can not only alleviate financial burdens, but also keep in touch with available resources and needs of specific communities.

With a carefully planned program and budget projection, it might be possible to interest the Junior League at its national level, with a final approach for necessary support to a foundation such as the National Endowment for the Humanities.

Report of the New Hampshire Public Information Committee Concerning Latin in our Secondary Schools

The following materials assembled by J. C. Douglas Marshall (St. Paul's School), Richard V. Desrosiers (UNH), Edward M. Bradley (Dartmouth College), Sister Jeannette Plante (Notre Dame College), and Mary E. Finnegan (Gorham) were presented and discussed by Mary E. Finnegan.

Introduction

These materials are intended to be helpful to Latin teachers whose programs are in difficulty. Is your superintendent considering the curtailment or elimination of your program? You may benefit from the experience of Cynthia Bognolo at Hanover High School. Do you wonder to whom you should turn for help or suggestions? You may wish to consult the list which we have prepared of classicists from the secondary and college levels who are particularly interested in doing what they can to assist high school Latin programs. Do you wish to introduce (or reintroduce) the study of Latin in your school? You may benefit from reading about Mary Finnegan's experience in Gorham. Are you concerned about the vitality of your program? We have prepared a check-list which you may wish to consult.

We can all agree that economics, indifference, and ignorance are the enemies of Latin programs. Perhaps the best safeguard is you and your students. If you are presenting your subject in exciting and stimulating ways, you will most likely succeed in keeping your program alive. Many resources are available to support you in this effort.

I. The New Hampshire Classical Association:
Its Role in the Efforts of the Classicists of New Hampshire
to Maintain Latin in the Curriculum of their High Schools

It would be a gross oversight and strategic error to neglect the traditional classical association of high school teachers of Latin in efforts on the state level to maintain Latin in the curriculum. There can be no question but that the increased activity of the New Hampshire Classical Association between 1966 and 1975 is responsible for the success which the classicists of this state have enjoyed not only in the retention but even the restoration of long defunct programs in Latin.

Even in the face of growing energy-related and fiscal constraints, we at present predict an ever brighter outlook for the survival and increase of Latin programs in our schools. The New Hampshire Classical Association played a decisive role in unifying both high school teachers and college faculty in that earlier period when our cause was in retreat. Aside from the wonderful sense of solidarity thus engendered, the Association also gave the classicists of New Hampshire something of a unified voice in defending Latin as a valuable discipline in general and as a viable program in particular schools.

Until 1966, the New Hampshire Classical Association had been simply one of the several educational committees and societies made up of foreign language teachers. It met but once yearly in conjunction with the teachers' convention of the New Hampshire Education Association. Apart from the annual fellowship of lunch taken together and a lecture of common scholarly interest, little else was either contemplated or accomplished. In 1966, Frank R. Milliken of Oyster River High School in Durham, Howard T. Easton of Phillips-Exeter Academy, Paul Jobin of Stevens High School, Claremont, David Silhanek of St. Paul's School, and others attended a special meeting of NHCA in order to mobilize it as a vehicle for resisting the threatening trend of declining Latin enrollments and faltering programs within the state. It is significant that from the first the workings of the revitalized Association reflected a singular unity of purpose and a remarkable representation of diverse pedagogical interests, ranging from the teachers of public and parochial schools to the faculties from several colleges and private academies in our state, such as Saint Paul's School, Phillips-Exeter Academy, Notre Dame College, Mt. St. Mary's Seminary, Dartmouth College, and the University of New Hampshire.

The structure of the New Hampshire Classical Association is simple and traditional: a president, a vice-president, a secretary, and a treasurer, each elected for a term of two years. Care has been exercised to maintain a balanced representation in offices from the public and private schools, as well as from the colleges and the University. During the presidency of Professor Richard V. Desrosiers of the University of New Hampshire (1970-1971), the executive committee was reorganized to include representatives of nine geographical areas of New Hampshire: The North Country, The North West, The South West, The Lakes Region, Concord, Manchester, Nashua, The South Seacoast, The North Seacoast. The purpose of this organization was to provide unity for the classicists of a very close area, so that they might work together more effectively on projects of the Association and on local problems, as well as be more active in recruiting new members and friends for Latin and for the Association in a given area. The principle of this reorganization has been proved sound, although its workings in practice have been impaired by the requirement that the same dedicated classicists, somewhat like the <u>decuriones</u> of the Late Roman Empire, have served for what has in practice come to be continuous terms in office. In November, 1977, the group voted to create a less numerous executive committee comprising wider geographic units.

In recent years the presidency of the Association has rotated promptly in a clear sequence of two year terms, while the secretariat and treasurership have remained mostly in the same hands, an arrangement reflecting that of the Classical Association of New England. Although hardly sustained by any principle of constitutionality, this practice does work for a healthy and imaginative change of ideas, while preserving a sound conservative sense of stability and tradition.

Regular Activities of the New Hampshire Classical Association

A. The Fall and Spring Meetings of the Membership

The Fall Meeting is simply the traditional gathering of teachers at the teachers' convention. Generally, this meeting is held jointly with the membership of the New Hampshire Teachers of Foreign Languages, providing thus a welcome interaction between Latin and modern language teachers. At times, spring meetings as well as alternative or second fall meetings are held,

occasionally in conjunction with other educational organizations such as the New Hampshire Education Association and the New Hampshire Junior Classical League. Such meetings allow for the hearing of a particular scholar or the assembly of a symposium on a timely subject.

B. Classics Day

As an annual event, Classics Day was instituted during the presidency of Mrs. Susan Hehre of Woodsville High School (1968-1969). Its purpose is to provide Latin students in New Hampshire the opportunity to visit the several college campuses and to meet, in a semi-formal way, the classics faculty teaching there. Interest in classical antiquities is thereby generated amid the atmosphere of a field trip. Students are in this way stimulated to think in terms of their own future college plans and encouraged to continue their Latin, as well as begin Greek on this level. Classics Day affords a highly visible manifestation of the close cooperation between the classicists in the schools of New Hampshire and those on her campuses. In 1970 and 1976, Classics Day was held at Keene State College, 1975 at Dartmouth College, and in all other years at the Durham campus of the University of New Hampshire. The program of Classics Day has remained rather simple and unchanged over the decade. The morning session begins with a tour of the guest campus. Later a series of five or more workshops is featured, at which high school students are exposed to brief, highly interesting, and sound scholarly lectures on various aspects of Greek, Latin, and classical studies. After an informal lunch, the program for the afternoon is held. Quite properly the afternoon session tends to be rather light and often either dramatic or cinematic. A special slot in the program is usually reserved for a presentation of the New Hampshire Chapter of the Junior Classical League. Classics Day has generally been successful, attracting at times more than three hundred guests. In order for it to be financially solvent, students and other guests must pay at least a fee of $3.00. The success of Classics Day might still be further enhanced, could its major expenses be assumed either by NHCA itself or some other organization sympathetic to our cause.

C. The Annual Latin and Mythology Exam-Contest

This activity, just as Classics Day, was inaugurated during the presidency of Mrs. Hehre. Its purpose is to reward good students, those dedicated and diligent in learning Latin, as well as those well-read and interested in mythology, ancient history, and other aspects of Greco-Roman culture. The NHCA Exam-Contest consists of five contests: Elementary Latin, Intermediate Latin, Advanced Latin Prose, Advanced Latin Poetry, and Mythology. By its nature the Exam-Contest is entirely the responsibility of the public high school teachers and can only succeed if their dedication, support, and integrity are presumed. The facilities of the state University are generally employed to print and distribute the examinations. It is necessary to charge a small $5.00 fee to all schools subscribing to the contest.

The greatest problem facing this very laudable enterprise is the great diversity of teaching methods employed by New Hampshire Latin teachers. It is, consequently, very difficult to compose exams fair and equitable for all. The most difficult level is the freshman or ninth grade exam, since it must be administered early in the spring semester on the basis of a very limited vocabulary and study of grammar. To meet this problem fairly, we have always tried to insure that the membership of the exam-committee rotate widely, both

geographically and ideologically, across the state, so that the inequities of one year's exam might be compensated for in the general sequence of exam-contests. The problem is never solved but acrimony has generally been avoided.

NHCA has always made a great effort to secure worthwhile prizes for the Exam-Contest: an engraved silver bowl for first prize, a smaller bowl or book on a classical subject as second prize, and a beautiful certificate of merit to third and fourth place finalists in all five levels of the contest. In recent years we gained a tremendous advantage in the area of public relations, when the practice was first inaugurated of awarding these prizes formally in the general assemblies of the respective high schools of the winners. In addition to the state-wide prizes, five certificates of merit were distributed to each of the teachers participating in the Exam-Contest, so that they might be awarded at his or her discretion. Because of the generous quality of our prizes and awards, it has been felt essential to take special action in composing the examinations in order to preclude the possibility of ties. College faculty as well as those from private schools not competing in the contests have served as the judges of the Exam-Contests, although excellent judging committees have been drawn also from the ranks of our industrious retired public school teachers.

Special Activities of the New Hampshire Classical Association

A. Visits to Schools

Since its inception, NHCA has been blessed with willing college professors who without thought of expense or honorarium have visited New Hampshire high schools and addressed students both in Latin classes or at Latin clubs. The faculty of both Dartmouth College and the University of New Hampshire have been generous in visiting schools, and it is to be hoped that in the future schools will take even greater advantage of their generosity.

B. College Support of High School Programs

The faculties of Dartmouth College and the University of New Hampshire have also been willing to intervene in particular schools in order to influence administrators, school boards, and guidance counselors, so that they would support Latin programs. In the case of the Latin program at Hanover High School, the intervention of the Dartmouth faculty has proved decisive in gaining a clear victory. Professor Edward Bradley of Dartmouth, Dr. Douglas Marshall of Saint Paul's School, and Professor Richard Desrosiers of the University of New Hampshire are now playing a decisive role, in conjunction with the efforts of Mrs. Mary Finnegan of Gorham, to restore Latin to the high schools of the North Country.

C. Publications and Articles

In 1967, NHCA published a list of short letters by professors of various disciplines at the University of New Hampshire stressing the need, desirability, and value of high school Latin in the pursuit of their respective disciplines. Other essays and surveys on the value of Latin have also been published, mostly through the help of the University of New Hampshire. With the advent of the CANE quarterly Newsletter, published by the University of Massachusetts, the need for such publications by NHCA has been much reduced.

D. NHCA Placement Service for Latin Teachers

In the late sixties, when Latin programs both across the nation and here in New Hampshire were being phased out in ever-increasing and alarming numbers, the standard, as it were, euphemistic retort of a principal or superintendent was always to the effect that no suitable Latin teacher was available to replace old Miss "Last-of-Her-Kind" upon retirement. "If we could only find a suitable replacement," continued the administrators, "then we would be only too happy to retain Latin instruction." Because this excuse had to be checked and since in some instances there had been genuine problems in finding prompt replacements for retiring teachers, the New Hampshire Classical Association, through the office of Professor Richard V. Desrosiers of the University of New Hampshire, began to publish a list of available candidates for high school Latin positions. This annual list is officially mailed to all principals and superintendents within the state. In 1975, this project was increased under the aegis of the Classical Association of New England and has proved quite effective on a regional scale. Should similar state placement services be established, the effort will prove increasingly less arduous, and mutual cooperation will allow such services to render a high level of support to our profession nationwide.

E. Committee of Retired Latin Teachers

This project has not really been organized by the NHCA but has been envisioned by it for many years. Many Latin teachers, upon retirement, are quite anxious to continue their study of Latin on the graduate level or to begin Greek. They are also often interested in helping with local programs in high schools, even teaching reduced course loads and providing invaluable tutorial services either for high school or college students. Two examples are worthy of mention from the ranks of our Association's membership. The first, Mrs. Mary Finnegan of Gorham, is presently earning her M.A. at Tufts University, after taking both Greek and Latin courses at the University of New Hampshire and Franconia College. Apart from this, Mrs. Finnegan has also organized a veritable crusade to restore Latin to our North Country. The second, Mrs. Dorothy Green of Rollinsford, is now taking courses in Greek and Anglo-Saxon at the University of New Hampshire, as well as teaching an advanced Latin course in Vergil at Berwick Academy and elementary Latin in another high school. In her spare time she tutors college students in both Latin and Greek.

Latin Programs in New Hampshire

I. North Country: Mrs. Finnegan's work is described in another part of this report. There are also strong programs in Woodsville and Littleton.

II. North West: The strongest program in this area is at Hanover High School. With the help of the classics faculty of Dartmouth College, more work is being done to support teachers in this area.

III. South West: The strongest programs in this area are in Keene High and at Contoocook Valley Regional High School in Peterborough. The Junior Classical League is particularly strong in this area.

IV. Lakes Region: Strong programs exist both at Kingswood Regional High School in Wolfeboro and at Holderness School in Plymouth.

V. Merrimack Valley: Strong programs exist at Concord High School, Central High School, and Memorial High School in Manchester, Merrimack High

School, and at Pinkerton Academy in Derry. Latin is taught in Nashua High School at both junior and senior high levels. In the area of private education, strong programs are found at Saint Paul's School and Bishop Brady High School in Concord, as well as at Mount Saint Mary's Seminary for Young Ladies in Nashua.

VI. Sea Coast: Strong programs exist at Winnacunnet High School in Hampton, Portsmouth High School, Oyster River High School in Durham, and Exeter High School. A revealing and encouraging case is that of Dover High School. After many fine years of featuring an excellent program under the direction of Miss Anna K. Buckley, Dover High School came near to losing its Latin. Now, however, a new teacher is restoring morale and student enrollment. This case, we hope, augurs a bright future for our cause.

Marginal programs in Latin exist in Spaulding High School in Rochester and Somersworth High School. Efforts are now being considered for restoring the Latin program at Timberlane Regional High School in Plaistow. A strong program, of course, exists at Phillips-Exeter Academy, and just recently a new program in Latin and Greek was restored at St. Thomas Aquinas High School in Dover. A teacher was hired part-time to teach Elementary Latin, Intermediate Latin, and Elementary Greek. Next year it is expected that this program will be complemented by courses in mythology and classical literature in translation.

The Directory

Apart from good will, dedication to the cause of Latin in the schools, and the willingness to work and take responsibilities, one other ingredient stands as indispensible to the operation of a successful state classical association. This is effective and regular communication. In order to assure this type of communication, NHCA publishes its own directory of Latin teachers and friends of classics in New Hampshire and in neighboring states. The format of a successful and useful directory provides names, school addresses, and home addresses of teachers and (of special value) their telephone numbers. Everything is listed by township with important schools and colleges cross-listed. The compilation of a useful Directory is a time-consuming work but one which insures rich rewards.

II. The Hanover Situation

There are many stories to tell about the vicissitudes of classical studies at Hanover High School, but surely one of the most instructive of them concerns both an attempt made a few years ago to emasculate a flourishing Latin program and a delayed counter-attack from unexpected quarters which resulted in final vindication and victory.

Until the early seventies, Latin had limped along without distinction. Low enrollments and a modest curriculum (i.e., Latin I and II) were tolerated more by accident or benign neglect than by design. For 1971-72 there was a total enrollment of 19 students; the Latin teacher had a 40% contract. Abruptly, the Latin teacher resigned at the end of the same school year, and it seemed probable to many of us that his departure would be followed by the elimination of the program which he had directed with such mediocre results. Rather surprisingly, the superintendent and the principal of the High School agreed to maintain the Latin program and to hire a new Latin teacher with the same 40% contract. Whatever their motives may have been, their decision was inspired,

for into an apparently lifeless position came an intelligent, hard-working, and dynamic young woman, ready and able to face the challenge of revitalizing the mean condition of Latin at Hanover High School.

In her first year, 1972-73, enrollments increased to 23 (a net gain of a little more than 20% over the preceding year). The following year, 1973-74, witnessed an increase in enrollments to 41 students; this stupendous gain of nearly 100% led to a modification of the teacher's contract from 40 to 60%. The Latin program now offered a full three-year curriculum, with every promise that there would be a sufficiently large number of students to populate a section of Latin IV in the following year.

It was precisely at this moment that the new principal of the high school and the new superintendent nearly destroyed a prospering academic program and badly demoralized an immensely successful faculty colleague. At a faculty meeting in the fall of 1973, without any warning, the principal suddenly proposed that the Latin program be abolished! He later explained that he had made such a suggestion merely to provoke internal debate. What is more likely is that he was attempting to prepare his colleagues for a less radical proposal, namely, that the contract of the Latin teacher for the following year be reduced by 1/3 from 60% back to 40%, even though it was fully expected that she would teach as many, if not more, students at three or probably four different levels.

Thus began the Latin war of 1974. Friends, parents, and students were organized to combat the joint decision of the principal and the superintendent on different fronts. The students circulated petitions within the high school in support of their teacher and their own courses. Frankly, the net effect of such protests during the early winter months was almost invisibly meager. With the help of a couple of members of the School Board sympathetic to Latin, public meetings were held with both the school administrators and with the full School Board. Many of the partisans of the Latin program and its gifted teacher were animated as much by their concern for fair play as by their commitment to an academic program of excellence; to ask a teacher to teach more students and courses for one third less pay, even as substantial increases in salary were being proposed for all of the chief administrators, seemed grossly abusive. By and large, it was easy to locate large numbers of faithful supporters for the meetings at which the question of Latin and its teacher was to be discussed. Our principal problem was, however, our own political naivete, for we believed that it was possible for important demonstrations of public support to sway the members of the School Board who had remained uncommitted or even negative. While the final vote of the School Board was close and represented an even division of opinion, the chairman of the Board cast the tie-breaking vote in favor of the superintendent whom he had recently helped to select and hire. The defeat was bitter; its implications seemed even grimmer. The Latin teacher resigned.

The story might have ended here, had it not been for events which were entirely unforeseen during the bleak winter of 1974. First, the growing conviction that the real victims of her resignation would be her own loyal students, not the unrepentant principal and superintendent, led the Latin teacher to offer her name as a candidate for the 40% vacancy in Latin. She was rehired. Secondly, and perhaps more importantly, the early enrollments tabulated in the spring of 1974 indicated a dramatic surge in student interest in Latin; 64 students planned to take Latin in 1974-75. In the face of such strength, the principal proposed spontaneously to renegotiate the Latin teacher's contract so as to restore it to its earlier level of 60% where it had stood during the preceding academic year. In 1974-75 there were two sections of Latin I, one of II, and one section

of advanced Latin; in 1976-77 there were two sections of Latin I, two of II, and two sections of advanced Latin. This year there are separate sections of Latin III and IV. In addition, enrollments have grown from 64 in 74-75 to 75 in 75-76, to 89 in 76-77, and now, to 94 this current year.

Despite its apparently happy ending, this story of the current Latin program at Hanover High School leaves one with a sense of precariousness, not of triumph. And herein may lie one important aspect of the usefulness of the tale. The extraordinary power of survival of what we teach from the classical past tends to beguile us into believing in the equally inextinguishable survival of how we teach. It is still hard for us to accept the fact that after more than a thousand years of academic enshrinement, Latin faces constant challenges to its place in the high school curriculum. What may be even more difficult to grasp is that the nature of such challenges changes rapidly. Several years ago the "relevance" of Latin was an issue; that moldy ghost, thank heavens, has now been exorcised, and few voices are raised to question the integrity and intellectual validity of the classics. On the contrary, growing concern about the verbal skills of graduating high school students may tend to favor (temporarily) the place of Latin in high school curricula because of the generally higher verbal aptitudes of students who have had some contact with the special kind of linguistic training inherent in the study of Latin. But economic pressures have taken the place of "revelance" as the major enemy of all programs with relatively small enrollments, and Latin is likely to be vulnerable to such assaults.

A second, somber observation results from the struggle to protect Latin at Hanover High. Despite the conferences, meetings, public debates, and other forms of democratic pressure organized by local students, taxpayers, parents, members of the faculty of Dartmouth College, and representatives of the New Hampshire Classical Association, the views and actions of the School Board and the high school administrators seemed to be determined more by local political issues than by academic or philosophical questions. We who protested the proposal to reduce the Latin teacher's contract and salary were perhaps naive in failing to understand this vital dimension of local educational politics.

Yet, almost despite ourselves, we were finally victorious. I say "we," but in fact the victory was that of a courageous teacher and her students. In the final analysis, what really mattered was the capacity of the teacher to recover from her wounds and to rededicate herself to the best source of the life of her discipline--her students. And they in turn, thanks to her commitment and skill as a teacher, responded by electing her courses in Latin in record numbers. If there is a moral to this story, it is an obvious one, well-known to all of us, and yet somehow not sufficiently established in the general exercise of our discipline, including, when necessary, its defence. Latin triumphs in and through excellent teachers. They alone can promote the enrollments which defy narrow questions of relevance and budgetary issues based on mean quantity, not academic quality. The personal dedication and intellectual stature of the vigorous, imaginative teacher will alone generate the best argument in favor of Latin--bright, curious students in good numbers. The rest of us can provide encouragement, sympathy, and solidarity whenever an active Latin program is in danger. But, at best we are merely auxilia; our only hope for a modest share in victory lies solely in the quality of the teacher we support. In Cynthia Cook Bognolo and her loyal cohort of students, the allies of Latin at Hanover High School found a splendid champion.

III. Useful Names and Addresses for Classics Teachers

The following should by no means be considered a complete list of persons willing to render support to Latin teachers who find their programs in difficulty. Without doubt, anyone who respects our work will be willing to provide such encouragement and assistance. The persons listed below are some of those to whom teachers can turn:

Connecticut

Thomas L. Cracas, Kent School, Box 501, Kent, CT 06757
Kenneth Lester, Consultant of Foreign Languages, State Department of Education, Box 2219, Hartford, CT 06103
Mary Louise Lord, Department of Classics, Connecticut College, New London, CT 06320
Maureen Shugrue, 309 New Litchfield Street, Torrington, CT 06790
Thomas A. Suits, Romance & Classical Languages, U-57, University of Connecticut, Storrs, CT 06268
John Williams, Department of Classics, Trinity College, Hartford, CT 06106

Maine

John Ambrose, Jr., Dept. of Classics, Bowdoin College, Brunswick, ME 04011
Sara Cowan, 300 Allen Avenue, Portland, ME 04103
Nathan Dane, II, Dept. of Classics, Bowdoin College, Brunswick, ME 04011
Gloria Duclos, 96 Falmouth Street, Portland, ME 04103
Barbara Milligan, Rumford High School, Hancock Street, Rumford, ME 04276
Molly Reynolds, Director of Curriculum Division, State Dept. of Education, Augusta, ME 04330

Massachusetts

Charles A. Bradshaw, Potwine Lane, Amherst, MA 01002
Rev. Gregory I. Carlson, Classics Dept., College of the Holy Cross, Worcester, MA 01610
Prof. and Mrs. Vincent Cleary, 17 Chesterfield Drive, Amherst, MA 01002
Gilbert Lawall, Dept. of Classics, University of Massachusetts, Amherst, MA 01003
Mary R. Lefkowitz, Wellesley College, Wellesley, MA 02181
Edward Phinney, Dept. of Classics, University of Massachusetts, Amherst, MA 01003
Zeph Stewart, Dept. of Classics, Boylston Hall 319, Cambridge, MA 02138
Lorraine Teller, 10 Glendale St., Easthampton, MA 01027
John W. Zarker, Dept. of Classics, Tufts University, Medford, MA 02155

New Hampshire

Cynthia C. Bognolo, Market Street, Lyme, NH 03768
Edward M. Bradley, Dept. of Classics, Dartmouth College, Hanover, NH 03755
Richard Desrosiers, 27 Faculty Road, Durham, NH 03824
Mary Finnegan, 112 Main Street, Gorham, NH 03581
John P. Hussey, 768 Hanover St., Manchester, NH 03104
J. C. Douglas Marshall, St. Paul's School, Concord, NH 03301
Sister Jeannette Plante, Notre Dame College, 231 Elm St., Manchester, NH 03104
Beverly Tenney, Depot Street, Antrim, NH 03440

Rhode Island

Joan Tomaszewski, 118 Whittier Ave., Providence, RI 02909
John R. Workman, Dept. of Classics, Brown University, Providence, RI 02912

Vermont

Philip Ambrose, Dept. of Classics, University of Vermont, 481 Main St., Burlington, VT 05401
Linda Bromley, Woodstock Union High School, Woodstock, VT 05091
Mary Ann Chaffee, 21 Murray Rd., Essex Junction, VT 05452
Karen Knapp, RFD #2, Stowe, VT 05672
Prof. and Mrs. Matthew I. Wiencke, Thetford Center, VT 05075

An Excerpt from the Classics in the Curriculum by John H. Parks, Kent State University

In an open letter to educators, the author strikes a telling point here:

> The so-called practicality of Latin or Greek is perhaps the quality most commonly called into question: either the school officials must answer to the public, or the classicist must answer to the school official. I wonder whether an individual associated with the profession of learning realizes the attitude he is compelled to assume when he asks the question "What can you do with Latin or Greek?" Without embarking on a disquisition outlining the esoteric values inherent in these pursuits, since this has been done many times, and I promised not to do so, I merely direct the question to other academic ventures: What do you do with History? What do you do with Philosophy? Indeed, if you are not one of a few specialists, what do you do with chemistry, with algebra, with trigonometry, with physics, with the history of art? I cannot recall a single instance when I was called upon to make a technical application of algebra, or trigonometry, of physics or chemistry, yet I do not regret having had them as academic resources. To be reasonable, therefore, let us not make the classical languages a whipping boy because it seems fashionable, or because we have not the imagination to turn the spotlight elsewhere. If the truth were admitted, these languages might prove more practical than most interests, if we were to recognize nothing more than their contribution to respectable expression.

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IV. Classics in the North Country

Gorham:

The Gorham School Board has agreed to reinstate Latin in the high school curriculum, probably by the mid-year, according to a report by Superintendent Robert Bellavance who has worked in its favor. Their decision became final on September 6, 1977. Mr. Bellavance has requested his high school administrators and guidance director to arrange a schedule for a Latin-English teacher, and he has advertised the possible vacancy in a limited way pending the results of student response. He has also written a letter to Francis Bruni, Principal of Berlin High School, asking him to poll the Berlin students

who may wish to participate in the study of Latin here, since they are only five miles away.

History indicates that there has been no Latin in GHS since 1962, except for the volunteer efforts of a retired teacher. Our committee therefore feels that its persistent effort since 1974 has finally resulted in a small degree of success.

The following procedures have been useful:

(1) Enlisting the help of a local organization (in this case, the Berlin-Gorham Arts and Humanities Council) to provide a forum for our speakers. (Berlin, December 1974)

(2) Continuing emphasis upon the topic with a Round-Table Discussion. (October 1975 - Gorham)

(3) Volunteering time to teach a Latin class after school three times a week. (1975-76)

(4) Meeting with interested persons in a nearby town for discussion of the return of Latin to WMRHS. (Whitefield, April 1976)

(5) Conferring with superintendents and members of school staffs, both by telephone and by personal interview. (Berlin and Gorham - 1974-77)

(6) Appearing at Rotary Clubs, etc., to promote the humanities and the study of Latin in Gorham-Berlin schools. (July 1976 and February 1977)

(7) Letter writing to key personnel, i.e., superintendents and school board members, keeping suggestions constructive, not critical.

(8) Offering help to Gorham School Board as consultants on staffing and classics curriculum, while presenting well-documented evidence of the latter's value. (November 1976)

(9) Telephoning "Friends of Latin," an informal group willing to express favorable opinions to board members and to others.

(10) Appearing at Gorham School Board meetings (January and February 1977) to explain further the values for which we are working, to answer questions and to give advice.

(11) Continuing as a volunteer tutor in Latin and in Vocabulary Building. (1977-78)

In all, more than three years have passed since our group first undertook to discuss classics in the North Country. Much patience and persistence have been necessary. (Placing blame and bemoaning our low college-board scores fell upon deaf ears.) Repeated affirmation of our values and the example of our commitment to them appear to have been persuasive.

We welcome the opportunity to describe the gradual development of our successful techniques to those who may wish to protect their present Latin enrollments or to reactivate former programs.

We are deeply grateful to the classics faculties of Dartmouth and the University of New Hampshire whose competent assistance and friendly encouragement have guided our effort.

Berlin:

We have already mentioned that Mr. Bellavance has invited Berlin to cooperate in the Latin program of Gorham High School. We are hopeful that several students may participate, and we intend to follow this by personal word to parents, by newspaper articles, and other efforts. Superintendent Lawrence Dwyer, Berlin, has indicated that he approves.

Conway:

We have enlisted the help of a former Latin teacher who is eager to know more about our work in this area. She has agreed to recruit "friends of Latin" who would like to listen to us in the near future.

Groveton-Stratford:

We have contacted guidance personnel and received encouragement. There is one board member who is definitely interested in what we are doing. Under the auspices of the Concerned Parents' Association, Stratford High School, there will be a discussion of Classics in Our Schools this spring.

Littleton:

An experienced Latin teacher is the head of the English Department. The teacher at present conducts all four levels of Latin during one class period with a teacher-aide. This situation requires skill and dedication. Twenty-odd students are involved, including three or four from nearby Profile High School.

Whitefield-Lancaster:

In April 1976, we met with representatives of the now-defunct Northern Academy of Education, an organization of which the purpose was to improve public schools. The group suggested a mini-Latin course as part of the total English program, but the School Board did not adopt their idea. However, the current head of the Department of English has taken another approach. She has organized, with the approval of the school administration, a group of Junior High-age students to whom she plans to teach an Introduction to the Classics through music and art, then to introduce the language itself. Their parents will pay for the instruction. This private venture will lead, she feels, to a future demand for Latin in the high school curriculum. (It was discontinued about 10 years ago.)

V. The Ideal High School Latin Program

Although the ideal Latin program for Grades 9-12 might have as its prerequisite an introduction to Latin in the Elementary or Junior High School, most Latin programs in our state have left FLES to the modern language departments. The controversy as to its effectiveness need not be discussed here; it is a topic to be explored in another article. Grades 9-12 need a four-year sequence and possibly an Advanced Placement section. A bright student, if sufficiently

motivated, can quite readily assimilate a fifth year of Latin.

Naturally since our discipline is an extraordinary one, every teacher is a unique person in his or her own special way. In addition, certain other attributes are necessary or at least highly desirable. Since we hesitate to arrange them in the form of a forbidding "check list," we ask merely that you consider in evaluating your program to what degree you feel that these suggestions are of use and how they may apply to your standards.

1. All Latin teachers should have majored in the classics or have completed strong minor programs which have imparted to them a thorough knowledge of the language.
2. Teachers must have the ability and the "drive" to organize class work efficiently and to evaluate progress frequently, to correct tests promptly, and to use them as teaching devices.
3. Teachers should be personally convinced that the study of our classical heritage is a culturally enriching experience with enormous intellectual rewards.
4. Teachers must use imagination and ingenuity to vary procedures which create and maintain interest in the language. If they need help and further study for this purpose, they should seek it at a nearby university, attend summer school, or engage in travel.
5. Teachers should familiarize themselves with new and fascinating methods of teaching and adapt the best of them in their own classes, even though they themselves may personally favor a traditional approach.
6. Teachers should be eager to experiment, improvise, and encourage improvisation, if the make-up of their classes necessitates some attention-getting techniques.
7. Teachers need to be alert to the fact that students may move to drop Latin for something less difficult unless they receive help and encouragement in the early stages.
8. Teachers should take a genuine interest in the problems and achievements of their students outside of class, thereby gaining their confidence and respect, as well as helping them to improve their self-image.
9. Teachers will cooperate with other departments within their schools, i.e., providing help to English, history, art or music teachers whenever needed.
10. Teachers will use the resources of the community by determining if there are persons qualified to offer programs for their students, and in turn the teachers themselves will be of assistance within their communities, should they have an opportunity to lend their own knowledge and expertise.
11. Students should be given an opportunity to visit museums during school time or to attend classical plays in nearby university theatres. Attendance at Classics Day is to be encouraged.
12. Teachers should be aware of developments in their own field by reading professional publications, by joining the American Classical League, state associations, etc., and serving on their committees if possible.
13. Students need the opportunities offered by the Junior Classical League or the Latin Club, engaging in group effort and learning more about antiquity under the guidance of their Latin teacher.
14. As great as the discipline <u>is</u>, in itself, Latin teachers should not negate its assistance in the learning of modern languages and in the acquisition of English vocabulary. They should continue to remind students of ways that Latin can help them in other disciplines.
15. Latin teachers must stand ready to work for the maintenance and extension of their programs, at all times being ready to defend such programs as vital to the proper development of the curriculum in a comprehensive high school. (AS PREVIOUSLY AFFIRMED, WE BELIEVE THAT THEY WILL FIND STRONG ALLIES AMONG THE COLLEGE PROFESSORS OF LATIN, GREEK, AND HUMANITIES THROUGHOUT ALL OF NEW ENGLAND.) - m.f.

Workshop on Teaching the Classical Humanities in the Middle Grades

Elizabeth Seittelman

This Workshop aimed to apply the theme of the Thirty-First Annual Institute of the American Classical League, namely, "Updating the Classics: New Roles, New Allies," in a practical fashion for use with pupils in the middle grades of the elementary school.

We proposed that one of our roles be to establish and to maintain a firm place for the classical humanities in the language arts curriculum of the elementary schools. We, therefore, presented a unit on mythology which included recommended texts for pupils, suggested follow-up student activities, and selected audiovisual materials. The recommended texts and audiovisual materials were available for inspection at the workshop.

By developing other model units in classical humanities for use in the elementary schools with appropriate pupil and teacher references as well as with suggested teaching strategies, and by making them readily available, we shall be able to establish professional communication with our potential friends and powerful allies, the elementary school teachers.

I prepared and distributed bibliographies of Selected Books and Audio-Visual Materials for use in the Elementary Schools. Any reader wishing a copy of this bibliography should send a self-addressed envelope (8 1/2 x 11") with 45¢ postage affixed to: Prof. Elizabeth E. Seittelman, York College, CUNY, Jamaica, NY 11451.

The Search for Atlantis

Richard Trapp

By contrasting ancient and modern myths with scientific theories it may be possible to develop an alternative framework for investigating the mysteries of natural phenomena. Through the combined perspectives of mythology and geology one may examine such subjects as human origins, moving continents, and purported catastrophic events in history.

The legend of Atlantis has generated an abundance of literature, speculation, and interest. Some believe that Plato's statements about a magnificent culture located on an island called Atlantis outside the Pillars of Hercules are literally true and that this civilization and its people were destroyed by an earthquake or volcanic eruption about 9600 B.C. Some occultists believe that it was an atomic explosion which destroyed Atlantis. According to some reports, the people of Atlantis migrated to other lands. Mummification and pyramid-building are often cited as evidence that Egypt, Mesopotamia, and even the Mound-building Indians of the eastern United States were descendants of the people of Atlantis.

An examination of Plato's Timaeus and Critias reveals the sources for the location and legend of Atlantis in Solon's report of his visit with the Egyptian priests in Sais.

The geological evidence for the existence of Atlantis is of special interest. Some believe that the Azores may be the tip of the sunken continent of Atlantis.

The expeditions of the Challenger have shown that the flood of the Atlantic is not a fallen land mass. Research has also shown that most catastrophic earthquakes occur in the circum-Pacific and Alpine-Himilayan belts.

Evidence from mythology, archaeology, and geology points to the Aegean Sea and to the islands of Thera and Crete as the most probable geographic location for the continent of Atlantis and for the seat of civilization described by Plato.

JCL Report

Donna Gerard

This is NJCL's 25th anniversary. They have been full productive years. Most of the people (even students) who started with JCL are still in it.

Although it seems that most of our efforts are centered on the national convention (and of course that is a focal point and a highlight), for the past couple of years we have stressed doing more for the state and local chapters -- the national Latin exam was a partial offshoot of that. The annual reports from the national committee members confirm all of what is being done to promote Latin and JCL.

There were four large issues of Torch: U.S. printed and 4 issues of JCL Highlights. We try to give information about national efforts and ideas to help chapters.

Surveys were sent to all chapters about programs that have been given. Handbooks and information were sent to many to help them get started.

Surveys were sent to teachers to make sure that the JCL and the state chairmen were functioning well. 39 states responded but only 284 teachers. Most felt that things were satisfactory, but there are some states with problems that need attention. 32 states held state conventions. Florida, South Carolina, Texas, and Virginia all reported over 1000 in attendance.

Much work is being done to get a US postage stamp to promote Latin and JCL.

Individual membership increased by 140 while chapters decreased by 5. Most of the chapter decrease -- as always -- was due to teacher retirement and failure to replace the teacher. Most of the time it is not because there are no Latin teachers but rather the Latin program is dropped. By April 30 there were 29,010 members and 842 chapters.

Most of the other work centered around planning for the convention. The national convention will be held in Denton, Texas, July 30-Aug. 4. We have 1025 coming so far.

One problem that needs to be dealt with this coming year is how to offer more to big and inner city schools. The committee will address this problem at convention but if there are suggestions or ideas here, they would help.

We are sorry to lose Mrs. Rhea Miller from the committee this year. Her work has been long and faithful. June LeRay, formerly contest co-chairman, will take her job as convention coordinator, and we will replace the contest co-chairman. We have nominations and hope to have a final decision at the beginning of the convention to facilitate learning the job.

The Humanities Course: Reading the Originals and Teaching the Translations

Alain Renoir

Were some totalitarian establishment to appoint me Commisar of the English Language tomorrow morning, I suspect that my first act of power would be to legislate the meaning of the word humanities whenever it refers to an academic subject matter. I do not know for certain whether I would take my cue from the University of St. Andrews to limit its denotation to materials in Classical Latin or whether I would turn to the sixteenth century and the founding of the Royal College of France to include Classical Greek and Biblical Hebrew as well, but I know that I would want the word to refer exclusively to materials ancient enough to force us to take our noses out of our respective bellybuttons and yet clearly enough related to our own civilization to keep us in touch with our cultural past while impressing its lessons upon us. To repeat the same thing differently, I believe that the job of the Humanities is to teach us to act like grown-ups, and I have been quite convinced by Cicero that nescire autem quid ante quam natus sis acciderit, id est semper esse puerum (Orator, xxxiv, 120).

For better or for worse, however, even the most dedicated totalitarian establishments these days seem to have serious trouble emulating Humpty Dumpty in making words mean what they want them to mean, and so-called democracies have clearly given up the time-worn assumption that a given word could possibly have the same meaning for two different people. As a corollary, we now assume that, contrary to the establishment, individual units have the right to determine the meaning of words without regard for either tradition or the possible need to communicate with other units or establishments. In respect to the meaning of the word humanities, the principle invoked here is clearly illustrated by the state of affair at my own institution, which happens to be fairly representative of the oversize state supported institutions which have gained control of American education since the Second World War. When a few years ago the College of Letters and Science was reorganized into several semi-independent divisions, each department of instruction was permitted to decide to which division it should belong, with the result that a course on Afro-American Literature from 1950 to the present or another one on Science Fiction will earn a student units in the Humanities, whereas a course on the Age of Cicero or another one on Latin Grammar will earn units in the Social Sciences. Without casting aspersion on any of these four courses, one must draw the conclusion that, if the word humanities still has any meaning at all in the United States today, that meaning has to be very remote from the meaning understood by Francis I when he founded the Royal College or by the benefactors of the University of St. Andrews when they endowed the Chair of Humanities.

And yet, there may still remain a tenuous connection between the old meaning and the new non-meaning of the word humanities. However arbitrary my choice, one should note that the two courses which I have chosen to illustrate the Social Sciences deal primarily with empirical situations: the course on the Age of Cicero is offered by the Department of History and must perforce concern itself primarily with actual occurences rather than with the ancillary fact that the majority of these occurences happen to have been recorded in writing by authors who may have chosen their words and grammatical constructions for the sake of their potential effect upon their intended audiences; the course on Latin Grammar is offered by the Department of Linguistics and must therefore concern itself primarily with the mechanics of language rather than with the reasons for the writer's choice and handling of words and the effect thereof upon the reader. In contradistinction,

the courses which I have chosen to illustrate the Humanities must perforce deal primarily with the meaning and implications of words in specific texts composed with certain intentions by specific authors, and this concern with what might be called the literary use of words is one which they share with a great many Humanists of the later Middle Ages and the early Renaissance. Even today, when the word humanities has so completely ceased referring to any particular time, place, or subject matter that the concept of "humane letters" has become absolutely meaningless, the one thing which those of us who belong to disciplines classified as humanities have in common is a tendency to enjoy playing with words in their literary contexts.

Speaking as a modernist who has thus been elevated to the Humanities by administrative decree, I think that it is great fun to play with words, and I suspect that everyone in this room agrees with me. It is fun indeed to read John Milton's "Of Man's First Disobedience . . . / Sing Heav'nly Muse" (PL, 1-5) and to be reminded of Homer's Μῆνιν ἄειδε, θεά (Iliad, I, 1). It is fun to read the title of George Bernard Shaw's Arms and the Man and to be thus prompted to interpret the action of the play with Virgil's Arma virumque cano (Aeneid, I, 1) in mind. It is fun, when reading Book XII of the Aeneid, to realize that the royal sceptrum by which King Latinus solemnly swears to enforce peace (XII, 205-211) is merely an upgraded version of the σκῆπτρον by which Achilles swears never to accept reconciliation in Book I of the Iliad (I, 232-243) -- and then to try psyching out Virgil's intention in presenting us with this particular game of words and situations. For the nasty minds among us, it is even greater fun to play word games which our authors probably never intended. Imagine, for instance, construing the stately oath of King Latinus with another, somewhat more intimate, recorded meaning of the word sceptrum; or imposing upon the first line of The Faerie Queene-- "A gentle knight was pricking on the plaine"-- an amply attested Chaucerian meaning of pricking which Spenser seems to have overlooked when he took his cue from his great predecessor. If another illustration be permitted, I should like to turn to The Consolation of Philosophy and the seventh poem of the second book thereof:

> Quicumque solam mente praecipiti petit
>
> summumque credit gloriam,
>
> late patentes aetheris cernat plagas
>
> artumque terrarum situm . . . . (II, vii, 1-4)

I assume that I am not the only reader to have derived a great deal of malicious fun from the realization that two key words in the opening line of Boethius' highly philosophical and edifying poem somehow put us in mind of one of Catullus' not so highly philosophical and edifying poems about Mamurra:

> Mentula conatur Pipleium scandere montem;
>
> Musae furcillis praecipitem eiciunt. (Poem 105)

Within the context of the modern classroom, however, the trouble with this sort of fun is that it often works only for those who are equipped with the relevant linguistic training. The obvious phonetic and inflective associations between mens and mentula unfortunately fail to transfer to their English equivalents; and one can only regret that the similarity between the Homeric σκῆπτρον and the Vergilian sceptrum does not exist between the English words staff and scepter. This, I submit, may well be the crucial consideration in planning the high-school

or college humanities course for students presumably virginal of the relevant languages.

Whether the humanities course be labelled "Classical Humanities" or "Modern Humanities" or simply "Humanities," it is sure to include a substantial number of English translations of texts originally composed in languages other than English. Since -- as I have tried to suggest -- the word-for-word relationship between original and translation is a consumation devoutly to be wished but seldom realized, the teacher who would do justice to his or her assignment must both have studied the text in the original language and constantly keep in mind that any attention paid to words and their literary functions in the translation is likely to prove at the same time futile and misleading to the students. Of course, one may agree or disagree with the foregoing remarks. To the extent that one agrees with them, however, one must also accept the following implications.

I. Whenever one is faced with a choice among several equally relevant texts, one should choose the one whose impact depends least upon individual words, their connotations, and their linguistic or stylistic functions in the original. Everything being equal (which it never is), one might risk the gross generalization that philosophical and historical texts are likely to prove most amenable to being taught in translation, followed by epic and drama, with lyric poetry at the tail end. Anyone who doubts the basic logic of that order might do well to listen to the following modern translation of a perfectly lucid poem composed nearly 1000 years ago by the great Icelandic poet Gunnlaug Illugason:

> Ill befits us, Ullr-of-
>
> arrows, speeder-of-
>
> battle, to fall out for a
>
> fair-dight Gerd-of-armrings:
>
> many maidens are there,
>
> man, in other countries--
>
> sooth I say, thou guide-of-
>
> sea-steeds-- goodly like her. (L. Hollander, Skalds, p. 141)

II. Whenever faced with a choice among several equally accurate translations, one ought to give serious consideration to chosing the most recent and most idiomatic, for the English language changes and relatively unlettered students are likely to be almost as nonplussed by anything but absolutely contemporary English as they might be by a foreign language. To stretch this point while illustrating it, one needs only glance at any two lines of the translation of the Aeneid which Gavin Douglas published in 1513 and to which Ezra Pound did nothing more than justice when he pronounced it the greatest in the English language:

> Furth at the ilk port wyndis braid in a rowt
>
> And with ane quhirle blew all the erd abowt . . . . (I, ii, 51-52)

III. Since, even for one well acquainted with the original, discussion of words and their functions in works studied in translation can be risky business, teachers of humanities courses ought to consider concentrating upon ideas and situations. Even though we cannot ask students reading the Iliad and the Aeneid in translation to discover for themselves the lexical relationship between the staff of Achilles and the scepter of Latinus, we can certainly point out that the two instruments serve precisely the same function, that both have their respective stories retold in ways that show them to be very much the same, and that both play their parts in occurences whose impact will be best appreciated through positive and negative comparison. And, incidentally, it will probably not do any great harm to tell the class what the words are in Greek and Latin.

The foregoing views and suggestions, incidentally, are obviously based upon a particular view of the proper nature of the humanities course and its teaching staff. For about ninety percent of the people who influence academic budgetary matters -- and this figure is meant to include both faculty and administration -- the humanities course should act largely or even exclusively as an introduction to what current literary jargon calls the post-modern period, and it should be taught by specialists in cultural theory whose minds have been kept uncontaminated by anything resembling a first-hand knowledge of texts composed before the nineteenth century. For the classicists, the humanities course should act as an introduction to Greece and Rome and as a means of recruiting an occasional student for Greek or Latin, and it should be taught by classicists whose minds have been kept uncontaminated by the study of almost anything composed since the exile of Romulus Augustulus. My own view is that the humanities course should act as a means of introducing students to the major records of ethical and aesthetic thinking in the tradition to which our culture belongs. Although I would emphatically load the reading list at the Graeco-Roman end, I should not want to limit it to that, and I should certainly assign modern materials, including important motion pictures. For better or for worse, I am convinced that the practice of isolating the fountainhead of our civilization in a little niche of its own is tantamount to proclaiming that it is irrelevant to coping with the masses of brand-new ethical and aesthetic stimuli that bombard young people every minute these days. In order to be kept relevant -- and I insist on the passive form be kept, because the relevance of old things comes only with our dedicated help -- the past must be studied in relation to the present. Likewise, I believe that the humanities course should be taught by both classicists and modernists, and that each teacher should teach both classical and modern things, with each specialist assisting the rest of the staff in the area of his or her competence. I should further insist that each classicist be also trained (or be willing to become trained) in a modern field and that each modernist be also trained (or be willing to become trained) in either Greek or Latin. Whenever feasible, I should also urge that the humanities course be stretched over at least two academic years and that the second year be methodically connected with accelerated beginning instruction in Greek or Latin for students unfortunate enough to reveal the potential and the latent inclination to become humanists in both the old meaning and the new non-meaning of the word.

My remarks have done nothing more than illustrate some of the ways in which I think that the humanities course at the high school or college can serve to keep the past alive in connection with the present, and I am sure that each one of us here today can think of many other ways more or less suitable to our respective institutions. Whatever the ways and means, however, I submit that, as long as we try very hard to keep the past alive and relevant, we shall have the comfort of knowing that we have done our share to lead our students out of childhood in the Ciceronian sense.

Film and Classical Studies

Mary Kay Gamel-Orlandi

I. Use of films desirable because of their popularity. BUT students are sophisticated, know a bad or cheaply made film when they see it.

II. Annual surveys of audio-visual material in Classical World very useful, but uncritical. Annotations desirable.

III. Three categories of films for use in teaching classical studies.

A. Films which aid or substitute for teaching.

1. In Greek and Latin classes -- least likely. But Greek Papyri shows what can be done even with an apparently unpromising subject.

2. In history, civilization, ancient art, archaeology classes.

a. To be avoided: low-budget efforts such as Encyclopedia Britannica: unconvincing recreations of ancient world with people in sheets. Ideas (Emperor and Slave, Death of Socrates) difficult to portray.

b. Best: films which combine ancient and modern -- Segal's Ancient Games, The Search for Ulysses, The World of Mosaics; films of ancient art and artifacts better than slides; remains such as Pompeii: The Death of a City can be filmed well.

B. Filmed versions of ancient literary works or historical events. Often expensive, but effective. Provides chance for students to criticize omissions, exaggerations, gets them closer to "real" version than modern one.

1. Oedipus--Stratford, Ontario version; Tyrone Guthrie; Christopher Plummer, in Greek setting; Edipo Re by Pasolini.

2. Pasolini's Medea--first half a very successful recreation of ancient agricultural civilization; second half the tragedy.

3. Cacoyannis' versions of Greek tragedy--Antigone, Electra, Trojan Women, Iphigenia.

4. Ulysses with Kirk Douglas--some details absurd (e.g., winemaking in Cyclops' cave) but some good ideas (e.g., same actress plays Penelope, Circe, Nausicaa).

5. Films about Rome mostly historical, both bad (The Robe, Quo Vadis, Ben Hur) and good (Spartacus, Hannibal, The Fall of the Roman Empire). If TV version of I, Claudius becomes commercially available, it could be used. A Funny Thing Happened on the Way to the Forum uses Plautus, good example of farce.

C. Comparisons between films and classical works -- three ways. Can be done with currently popular films without bringing into classroom, spending money.

1. Comparisons of similar techniques--tragedy, farce, slapstick, epic.

2. Comparisons as examples of genre. Like some products of ancient authors, films aim at wide audience, combine entertainment with art. Movies have more defined genres than, for example, the novel at present time--western, romance, slice-of-life, etc. Conventions build upon earlier films.

3. As sociological phenomena--each represents some aspect of culture. cf. Else's theory that tragedy represents the new democracy's way of getting rid of the giant ghosts of aristocrats--thus Invasion of the Body Snatchers (1953) reflects McCarthy hysteria as science fiction; current films like The Exorcist and The Omen play upon contemporary fear and loathing of the generations--cf. elemental psychological situations in Greek tragedy--child murder, parent murder, etc.

IV. Conclusion: films cannot only illustrate ancient world, but can develop students' critical and comparative perspectives on their own world--which is more important in the end.

New Approaches to Ancient History

S. K. Dickison

The purpose of this workshop is to examine some of the materials I have come across in my committee work which seem useful in acquainting students with areas of history and also techniques that ancient historians use. I should state at the outset that I have a strong prejudice in favor of using primary sources: in my undergraduate days I firmly believed that Carey and Bury descended from antiquity on a golden cord and that what they said must be true. (I hope students are no longer so naive.) Although some would argue that the student should be familiar with the macro-structure before embarking on an analysis of the micro-structure, the excitement and challenge that students experience with primary materials recommend them.

Part I of the attached handout reviews commercial material I would like to draw to teachers' attention. While one may want to try some of these texts, an important reason for examining them is to get ideas for creating one's own materials which 1) emphasize ancient sources in order to put students in touch with the ancients, 2) provide the student with the opportunity to learn about historical method, and 3) raise the student's interest in the ancient world. Part II briefly describes a kind of syllabus that a teacher might generate for himself. The intent of my syllabus is to look at one man's solution to the problems in Roman government and at the same time introduce students in depth to a period in Roman history. The primary source materials allow the student to see the issue from two points of view and to form an opinion of Augustus the politician. For a side of that emperor rarely glimpsed in the ancient material, John Williams' prize-winning novel does a convincing analysis of the personal price paid for the acquisition of power.

Commercial Materials:

1. Chester G. Starr, Early Man; The Ancient Greeks; The Ancient Romans - paperback, Oxford University Press. Suitable for high school students. For further study see Anthony Andrews, The Greeks - paperback, Norton; E. S. Gruen, The Image of Rome (source book) - paperback, Prentice Hall.

2. Stories from Herodotus, adapted and translated by B. Wilson & D. Miller - paperback, Oxford University Press. Other volumes in the series include Stories from Ovid, Livy, Homer. Suitable for junior high school.

3. Cambridge Introduction to the History of Mankind, published by Cambridge University Press. History is presented in Course Books with accompanying Topic Books. Recently published is an excellent Topic Book on Pompeii by Ian Andrews. I have not seen the Course Book, The Romans and their Empire. Suitable for junior high school.

4. Aspects of Roman Life: Series A - The Roman House, Roman Family Life, Roman Towns; Folder of Supplementary Material. Series B - Roman Sport and Entertainment, Roman Trade and Travel, The Roman Army; Folder of Supplementary Material. Aspects of Greek Life, ed. by K. V. McLeish: The Greek Theatre, Greek Exploration and Seafaring, Mycenae, Minoan Crete, Greek Art & Architecture, Greek Athletics, etc., Longman Group Limited, London. Roman units consist of 1) small topics books (including testing material), 2) separate source sheets, 3) work cards with questions, 4) photograph sheets, 5) model sheets. Eminently suitable for early high school, but all secondary school students might enjoy the source sheets and work cards.

5. Archaeological Perspectives on Man presented by The Reading Laboratory Inc. (Content Materials Division, 55 Day Street, S. Norwalk, Conn. 06854) in co-operation with the AIA. Sound filmstrips on Origins of Greek Civilization; 5000 Years of Egyptian Civilization (3 parts); Maritime Trade in the Ancient World. Each program consists of one filmstrip, one cassette and an Instructor's Manual at a cost of $25. All programs can be shown on either manual or automatic projection equipment. Suitable for high school or college students.

6. Filmstrips prepared by Pathescope Educational Films Inc.: 71 Weyman Avenue, New Rochelle, N.Y. 10802.

   The History of Ancient Greece: six color filmstrips entitled Greek Beginnings; The Greek City State; Greece and Persia; The Glory of Athens; and Alexander and After.

   The History of the Roman Republic: six color filmstrips entitled Rome's Beginnings to 509 B.C.; The Development of the Republic to 264 B.C.; The Struggle of the Orders; Rome and Carthage from 264-202 B.C.; Rome from 202-90 B.C.; and the Development of Rome from 90-44 B.C.

   The History of the Roman Empire: six color filmstrips entitled The Death of the Republic to the Battle of Actium; The Augustan Age; Augustus to Vespasian; High Tide; The Empire from 69-180 A.D.; The Decline from 180-284 A.D.; and The Fall from 284-476 A.D.

Each of these kits contains a manual which offers suggestions for the filmstrip's use, identification for each frame along with some notes and a brief bibliography. The kits cost $50.00 each.

7. World Chronicle, a special supplement of the American Teacher - American Federation of Teachers. Series begins in Oct. 1977 on Sumer; Egypt (Nov.-Dec. 1977), etc. The series reports significant news of past civilizations in the present tense. Helpful bibliography for further reading is included. Available from the American Teacher, 11 Dupont Circle, N.W., Washington, D.C., 20036. AFT has given blanket permission to its members to reproduce material for classroom use. Suitable for high school.

Generating Materials of One's Own*

1. A syllabus for a Mini-Course in Roman History

   Augustus: Benevolent Ruler or Dictator?

   Major Texts: -Res Gestae - for a translation see Roman Civilization, Source Book II (The Empire), ed. by N. Lewis & M. Reinhold - a Harper Torch paperback
   -Tacitus, Annals I. 1-10 (Penguin paperback)
   -John Williams, Augustus (Viking)

   Extra Reading for the Teacher:
   -Res Gestae. ed. with notes by P. A. Brunt & J. M. Moore - Oxford University Press.
   -J.P.V.D. Balsdon, Rome: the Story of an Empire - paperback, World University Paperback
   -H.H. Scullard, From the Gracchi to Nero - paperback, University paperbacks, Methuen.
   or
   -E.T. Salmon, A History of the Roman World (27 B.C. - 130 A.D.), paperback, Methuen.

2. Make your own slide-cassette module. Cf. Reading lab units above.

*For helpful resource material subscribe to the New England Classical Newsletter, a bargain at $2.00 a year for four issues. For a subscription send a check made out to the University of Massachusetts to the Editor, Prof. Gilbert Lawall, Department of Classics, University of Massachusetts, Amherst, MA 01003.

A Look at Latin: Providing Access to Latin in the Non-Latin Classroom, Grades 5 through 8

Marie Cleary

This workshop consisted of a presentation with visuals of the concepts involved in a new set of materials and some examples of learning activities embodying these concepts. The materials, a unit called A Look at Latin, were developed with the purpose of introducing some Latin and basic facts about Roman civilization to children in grades 5 through 8, not as a Latin course per se, but as part of a social studies or language arts course.

Concepts prominent in large-scale programs, such as the Los Angeles Language Transfer Project, are features of A Look at Latin. While the two efforts differ in that the former is an ambitious federally-financed program and the later is a

small-scale effort backed by state university money with the goal of being self-supporting, the inference may be drawn that similarities in approach may be responses to felt needs on the part of educators. Among these concepts are: the importance of materials which are virtually self-explanatory in order to make classical subject matter accessible to teachers not trained in the field; emphasis on brief in-service training for teachers who are not Latin teachers; and teaching of the materials by those who have been thus trained, that is by regular classroom teachers, obviating the need for a school department to hire new teachers to give instruction in Latin.

Currently, in the field of curriculum study the phrase "emerging curriculum" is used to refer to the constantly changing content of much of what is taught and the process by which it is conveyed. Today's fast-changing world requires a continual rethinking about the role of classical subject matter in curriculum.

In an effort to respond to change, specifically declining enrollments in Latin in schools, the idea behind the unit A Look at Latin is that we cannot any longer depend in many communities on the presence of a Latin course or ancient history course, which might provide for pupils easy access to classical antiquity. This access, then, must be offered in unit fashion as one part of a non-Latin course, such as, for instance, language arts, including reading, or social studies. The important factor, however, is that teaching materials and materials for in-service training of non-Latin teachers be prepared by classicists, not generalists.

Before giving a brief description of the unit and examples of learning activities, it should be stated that the development work associated with A Look at Latin is based at the School of Education, University of Massachusetts, Amherst, in a special program called "Education for a Changing World." Publication of teaching materials, publicity details, and teacher workshops are handled by the University's Division of Continuing Education. The thinking behind the effort is rooted in several years of work with school personnel, pupils, and their parents, in connection with pilot programs in classics sponsored by the University's Department of Classics.

To return to the unit itself (a packet containing a teacher's manual of 31 pages, a supplement of 21 loose pages for duplicating purposes; and a guide to pronunciation) fifteen lessons are included, each requiring a minimum of forty minutes for presentation. A period of from three to five weeks is recommended for teaching the entire unit. Features of A Look at Latin which are in harmony with the overall aim of providing access to classical antiquity, specifically ancient Rome, for both teachers and pupils, are:

1. Phonetic spelling of Latin words, including Latin names for pupils.
2. Economy: a teacher needs only one packet to teach a class. As the unit lasts only a few weeks, one packet might serve several teachers in one school. One additional expenditure: copies of one stage of the Cambridge Latin Course, available from Cambridge University Press at low cost as an adjunct to this unit, and used as an introduction to the reading of Latin.
3. Involvement of parents.
4. Emphasis on a casual atmosphere for activities, making them more like home-based or playground endeavors than traditional spit-and-polish school doings. (It should be mentioned that it is the manner advocated which is non-traditional, not the content.)

Some of the activities featured in the unit are Roman History Hopscotch, Roman Writer Wallpaper, and a Roman triumph. The triumph, the culminating activity of the unit, is an informal classroom presentation. Soon after A Look at Latin is in progress in a particular class, each pupil is given a booklet containing general information about a Roman triumph and specific information about the objects and garments pertaining to one group of marchers in a triumphal procession, the senate, for example, or the spoils-bearers. Directions for each pupil, to be carried out over a period of weeks, are (as presented in his booklet):

> From the sections in the triumph procession listed..., choose the group to which you'd like to belong. You are asked to march in this section when the triumph takes place. You will either carry or wear something which the Roman people in a triumph actually carried or wore "in the original." This item will either be made as a model by you or will be drawn on a poster which you will carry in the parade. Please write a brief statement as follows: say in Latin the name of the part you are playing (Senator, for instance). Tell a little bit about the part of Roman life you represent (for instance, the Senate). Also, say in Latin the name of the object you have in the form of a model or a picture.

Keys to success in the triumph activity are allowing each child flexibility in choosing and individual attention in the form of an interview with the teacher for each child.

A videotape of an actual classroom triumph was shown at the workshop at ACL. The scenes of the triumphal procession on this videotape (for example, the back end of a "sacrificial bull" bursting out from under a sheet or the slit-the-throat gesture of the triumphator to indicate his understanding of how his days are numbered) illustrate the final point to be made here: the approach of A Look at Latin is serious and playful at the same time. The playfulness and humor contribute strongly, it is believed, to making the subject matter accessible, the primary purpose of the unit.

In sum, in accord with part of the title of the thirty-first ACL Institute, "New Roles, New Allies," an additional new role for classics may be as a stronger-than-heretofore part of other subject matter in the pre-high-school curriculum. New allies may be fellow professionals who are not specialized in our subject matter but are specialized in what works with the age group which they teach. Teachers and administrators representing over twenty communities attended workshops during 1977-1978 to learn about A Look at Latin and the ongoing evaluation of the materials.

A final point: topics and materials used to give access to Latin in the non-Latin classroom should be chosen with respect to the primary goal: making this subject matter truly accessible to those who would otherwise approach it reluctantly or not at all.

Report of the Committee on Latin Achievement Tests

Lura Wallace

Glenn Knudsvig gave a background on why a new committee was formed to write a new Latin Achievement Test. This was my part in the presentation:

The committee members were:

Ed Ramage, Indiana University, Chairman
Floyd Moreland, Brooklyn College, Brooklyn
Wade Stephens, Lawrenceville School, New Jersey
Glenn Knudsvig, University of Michigan
Lura Wallace, Gardena High School, California

The new committee's first duty in August 1977 was to look over the existing test and comment on how we could make it less difficult and more suitable for students using very different textbooks. Each member was then assigned two textbook series in order to study what goals a student should be expected to reach at the end of second, third, and fourth year, but keeping in mind that students usually do not complete a Latin I book in one year or a Latin II book at the end of second year. We also made a list of what terminology was used. We then arrived at a consensus of what a student at each level could reasonably be expected to know and what terminology we should avoid.

At our first meeting at Princeton in October, 1977, we decided to have questions not based on a passage (called discrete items) as well as questions based on a passage. Under discrete items we agreed to test derivatives, translation, morphology, and syntax. Culture would not be tested because of the great variation in what is taught from teacher to teacher and book to book. With passages, we agreed to test correct translation, comprehension, form identification, figures of rhetoric, and syntax.

We then spent the next 3 1/2 months writing questions and critiquing each others' questions. In January we met in New York and decided on the best questions and passages that would be pretested in May by high school students throughout the U.S.

The exam will be available in December, 1979. It will be one hour in length as is the exam now. Macrons will be printed for the first time.

Glenn and I then gave examples of the various types of questions on the test, but we were not allowed by ETS to put them into any type of written form.

The committee feels that we will have a much fairer test than in the past, and as a public high school teacher I personally feel that I will be able heartily to encourage my students to take the Latin Achievement Test.

THE COMMITTEE ON THE NATIONAL JUNIOR AND SENIOR CLASSICAL LEAGUES

Members of National Committee on the Junior and Senior Classical Leagues

Chairman and Fellowship, David Levy, 14530 Rutland, Detroit, MI 48227; *Convention Advisor,* Mrs. June LeRay, Rt. 2, Bath, NY 14810; *Public Relations,* Mrs. Lillie B. Hamilton, PO Box 537, Union City, GA 30291; *Publicity,* Dennis Bartlow, 2320 N. Vermilion, Apt. 217, Danville, IL 61832; *Membership,* Mrs. Jane L. Swann Nethercut, 1003 The High Road, Austin, TX 78746; *Contests,* Mrs. Donna Gerard, 23715 Via Avant, Valencia, CA 91355, George Constantou, 47 Williamstowne Court, Cheektowaga, NY 14227, Ms. Laura Melton, 1118 A. W. Church, Carlsbad, NM 88220; *Programs,* Sr. Jeannette Plante, CSC, 2321 Elm Street, Manchester, NH 03014; *SCL,* James Minter, 601 W. 115th, Apt. 75, New York City, NY 10025; *Federations,* Mrs. Anne Covington, 1305 Canterbury Lane, Colonial Hts., VA 23834; *Registrar,* Mrs. Joan Myers (ex-officio), ACL, Miami University, Oxford, OH 45056.

JCL State Chairmen

For assistance in forming local chapters of the Junior Classical League, teachers are referred to the following list of state chairmen.

Alabama: Mrs. Elizabeth McNair, 3979 Eighth Court South, Birmingham 35222; *Alaska:* Ms. Pauline Chamness, Lathrop H.S., 901 Airport Way, Fairbanks 99701; *Arizona:* Maurice J. Brill, McClintock H.S., Tempe 85282; *Arkansas:* Mrs. R.W. Goodsell, Southside High, 4100 Gary, Ft. Smith 72901; *California:* Mrs. Lura Wallace, Gardena High School, 1301 West 182 St., Gardena 90247; *Colorado:* Paul F. Young, Ft. Morgan High School, 709 Riverview Avenue, Ft. Morgan 80701; *Connecticut:* Ms. Paula M. Chabot, Daniel Hand High School, Madison 06443; *Delaware:* Fred Dannaway, Brandywine High School, 1400 Foulk Road, Wilmington 19803; *District of Columbia:* none; *Florida:* (Co-Chairmen) Mr. Michael Craven, P.O. Box 518, Orange Park 32073; Mrs. Regina Kelley, Gainesville High, Gainesville 32601; and Ms. Marcia Stille, 726 Hollingsworth Road, Lakeland 33802; *Georgia:* (Co-Chairmen) Ron Folds, Westwood High School, 2370 Union Road S.W., Atlanta 30331 and James Wescott, Rt. 1, Box 169, Ellabell, 31308; *Hawaii:* Mrs. Dorry Wollstein, St. Andrew's Priory School, 224 Queen Emma Sq., Honolulu 96313; *Idaho:* Mrs. Cora Sinclair, Capital High School, 8055 Goddard Road, Boise 83704; *Illinois:* (Co-Chairmen) Francis J. Monarski, Central Catholic High School, Campus Hills Blvd., Rockford 61103 and Mrs. Wilma H. Ochs, 28 Briar Cliffe Drive, Collinsville 62234; *Indiana:* (Co-Chairmen) Mrs. Elizabeth L. Love, P.O. Box 631, Auburn 46706 and Mr. Dennis Bartlow, 2320 N. Vermilion, Apt. 217, Danville 61832; *Iowa:* Mrs. Frances Heaton, 1920 Park Avenue, S.E., Cedar Rapids 52403; *Kansas:* Ms. Ann Flattery, South H.A., Salina 67401; *Kentucky:* Mrs. Gertrude Chaudoin, Butler High School, 2222 Crum Lane; *Louisiana:* David James, 300 Highland Avenue, Bastrop, 71220; *Maine:* Ms. Alison Harvey, Messalonskee High School, Okland, 04863; *Maryland:* Elizabeth Paska, John F. Kennedy High School, Randolph Road, Silver Springs 20904; *Massachusetts:* Mrs. Patricia Malenfant, Waltham High, Waltham 02154;

Michigan: (Co-Chairmen) Robert Crossmyer, Henry Ford High School, 8908 Evergreen, Detroit 48228 and Ms. Cynthia Cook, 660 Rosewood NE, Grand Rapids 49506; *Minnesota:* (Co-Chairmen) Ms. Mabel Hoyler, 215 E. Fifth Street, Northfield 55057 and Bernard Szymczak, Anoka Senior High School, Anoka 55303; *Mississippi:* (Co-Chairmen) James Barfield, Murray High School, Jackson 39202 and Mary Jane Johnson, Bailey Jr. High School, Jackson 39202; *Missouri:* Mrs. Marilyn Durham, 12860 Fee Fee Road, St. Louis 63141; *Montana:* Mrs. Maxine France, 817 S. Third, Bozeman 59715; *Nebraska:* Mr. Gary Anderson, N. Platte High School, N. Platte 69101; *New Hampshire:* Mrs. Beverly Tenney, Tenney Farms, Antrim 03440 and Mrs. Ellen Kelliher, 241 Walnut Hill Avenue, Manchester 03102; *New Jersey:* Ms. Kathryn Jenks, Towers of Windsor Park, Apt. 7H Kyoto, Cherry Hill 08002; *New Mexico:* Ms. Laura Melton, 1118A W. Church, Carlsbad 88220; *New York:* (Co-Chairmen) Miss Elaine Tears, Avoca Central High School, Avoca 14809 and George Constantou, Cleveland Hill Central, Cheektowaga 14225; *North Carolina:* Mrs. Karla Kelley Blakey, 444 7th Ave. Place N.W., Hickory 28601 and Miss Anne Bryant, Kennedy High School, Winston-Salem 27602; *Ohio:* Mrs. Margaret McAdams, Rt. 1, Sherwood 43556; *Oklahoma:* Mrs. Lenora Thorsen, Putnam City West High School, 8500 N.W. 23rd., Oklahoma City 73132; *Oregon:* Sr. Agnes Steinkamp, St. Mary of the Valley High School, 4440 S.W. 148th Avenue, Beaverton 97005; *Pennsylvania:* Sr. Maria Thecla, Sacred Heart High School, 6202 Alder Street, Pittsburgh 15206; *Rhode Island:* Mrs. Kathleen Geiersbach, Rocky Hill School, E. Greenwich 02818; *South Carolina:* Mrs. Edna D. McClain, 3450 Coleman Street, Columbia 29205; *South Dakota:* E. Jay Mickelson, 1010 E. Broadway, Pierre 57501; *Tennessee:* (Co-Chairmen) Robert O. Harper, R.R. 1, Box 257, Adams 37010 and Dr. Roy E. Watkins, Memphis State University, Memphis 38111; *Texas:* (Co-Chairmen) Mrs. Doris Kays, 14301 Pembridge, San Antonio 78247, Mrs. Jo B. Roberts, 404 Worcester Way, Richardson 75080 and Mrs. India Newton, 119 Mesquite Street, Ulvalde 78801; *Virginia:* (Co-Chairmen) Mrs. Annie C. Aldrige, Salem High School, 400 Spartan Drive, Salem 24153, Mrs. Anne B. Covington, 500 Conduit Road, Colonial Heights 23834 and Ms. Susan Hall, Salem High School, 400 Spartan Drive, Salem 24153; *Washington:* Mrs. RoseMary Wagoner, 1212 NE 92nd Street, Seattle 98115; *West Virginia:* (Co-Chairmen) Elizabeth Dobson, Dupont High School, 301 34th Street, Belle 25015 and Mrs. Donna Gollie, Washington Irving High School, Clarksburg 26301; *Wisconsin:* David Gritt, Custer Senior High, Milwaukee 53202; *Wyoming:* Ms. Connie Campbell, Central High School, 5500 Education Drive, Cheyenne 82001.

Reports of Members of the Committee on the National Junior and Senior Classical Leagues

The Chairman:

1. Answered by correspondence or telephone a limited number of communications that he had received.

2. Acted as the liaison person between the National Junior Classical League and the American Classical League.

3. Received annual reports from some but not all members of the Committee on the National Junior and Senior Classical Leagues as of this date, June 12, 1978.

4. Attended a meeting of Officers, National Junior Classical League; President, National Senior Classical League; Members, Committee on the National Junior and Senior Classical Leagues; registrar, National Junior Classical League, at the Howard Johnson's Motel, Erlanger, Kentucky, November 4, 5, 6 and 7, 1977.

   Minutes of this meeting are available for review by all persons properly affiliated with the National Junior and Senior Classical Leagues.

5. Wrote to and received approval from the National Association of Secondary School Principals for the National Junior Classical League Convention, July - August, 1978, to be placed on the Advisory List of National Contests and Activities for 1978 - 1979.

6. Is unable to attend the American Classical League Institute, June 21 - 24, 1978, at San Diego University, San Diego, California.

   Appointed Mrs. Donna Gerard, Co-Chairman, Committee on the National Junior and Senior Classical Leagues, to be the person representing the National Junior and Senior Classical Leagues at the Institute.

7. Received as Chairman, Scholarship Committee, National Junior Classical League, applications for scholarships from members of chapters in good standing of state and national Junior Classical Leagues for the year 1977 - 1978.

   Received seventeen applications for scholarships as of the date of this report.

8. Received, reviewed, approved, and forwarded to the Treasurer, National Junior Classical League, requests for reimbursement of monies spent by officers, National Junior Classical League, and members, Committee on the National Junior and Senior Classical Leagues, in behalf of National Junior Classical League.

9. Forwarded to Members, committee on the National Junior and Senior Classical Leagues, the attached memorandum.

--David Levy

The Fellowship Chairman:

The duties and responsibilities of the Fellowship Chairman are carried out at the annual National Junior Classical League convention.

The Fellowship Chairman on the first night of the annual national convention meets with sponsors and chaperones of the student delegates at an orientation meeting. The Chairman acquaints the sponsors and chaperones with the rules, regulations, and procedures of the convention and attempts to establish liaison between the above mentioned persons, the National Convention Chairman, and the Committee on the National Junior and Senior Classical Leagues.

During the length of the convention, the Fellowship Chairman assists the Convention Chairman and the National Junior Classical League Committee in carrying out the program of the national convention and assists sponsors and chaperones with any difficulties and problems that may occur with and to the student delegates at the national convention.

The Fellowship Chairman serves as a member of the Disciplinary Committee when the Committee is called into session. The Committee was called into session at the 1977 national convention. Minutes of the proceedings of the Disciplinary Committee are available for all persons participating in the Committee's proceedings.

The Fellowship Chairman conducted the Ninth Annual National Junior Classical Itinerary GREEK ODYSSEY to Greece, March 23 - April 2, 1978. Thirty-six persons participated in the trip.

The above stated duties and responsibilities were carried out by the Fellowship Chairman at the 24th Annual National Junior Classical League Convention, August 1977, Florida State University, Tallahassee, Florida.

--David Levy

Public Relations Director:

1. As of April 25, 1978, forty-four schools have entered the National Publicity Contest.

2. Receipt of each entry has been acknowledged with a letter.

3. Have answered numerous inquiries about contest and sent out over 100 copies of regulations.

4. At joint meeting of APA and AIA presented "The JCL Story" at ACL session in December of 1977.

--Lillie Hamilton

Publicity Chairman:

This past year has been a very busy and highly productive one in the publicity area for the National Junior Classical League.

This past year there have been four issues of TORCH: U.S.: One 24-page issue (convention), an eight-page issue, and two 12-page issues. This is the largest number of pages in my four years. This is due to the cooperation of persons providing news. This year has produced the largest amount of state and local news.

The main problem with TORCH continues to be delays with the printing, but we have come the closest in meeting our projected dates. Since the TORCH is mailed third class, it may be in the mail several weeks before arriving.

Four issues of JCL HIGHLIGHTS continued to provide information to sponsors and chapters between the issues of TORCH: U.S. Several persons are now sending items, specifically requesting them for JCL HIGHLIGHTS.

This past year I have met with Steve Wedding, TORCH: U.S. on three occasions (not including meetings that coincided with state events), made two trips to the Oxford office for TORCH, attended the banquet in the home of President Tom Moran in Muncie, Indiana, went to the fall meeting in Cincinnati, and attended the SCL reunion in Kansas City.

A month-by-month schedule is as follows:

AUGUST, 1977--
Attended the 24th Annual National Convention at Florida State University, Tallahassee, Florida. Worked with Tom Moran and Steve Wedding, past and present TORCH: U.S. editors, on the September 15 convention TORCH. Wrote to the old (retiring) officers and the new officers.

SEPTEMBER 1977--
Completed the layouts for the September 15 TORCH: U.S.
Went to the printers in Oxford, Ohio, when problems arose concerning the issue. Worked on the October 15 JCL HIGHLIGHTS. Represented the national committee at a banquet honoring Tom Moran, NJCL president, at Northside High School, Muncie, Indiana.

OCTOBER 1977--
Spent a couple days working with Steve Wedding, TORCH: U.S. editor, concerning the first issue (November 15) that he would be in charge of.

NOVEMBER 1977--
Completed the layouts for the November 15 issue of TORCH. U.S.
Attended the mid-year meeting of the national committee and officers in Cincinnati.

DECEMBER 1977--
Worked on the copy for the January 15 issue of JCL HIGHLIGHTS. This is the issue that includes the convention rules. Met with Steve Wedding concerning the February 15 TORCH: U.S. Attended the National Senior Classical League winter reunion in Kansas City.

JANUARY 1978--
Completed copy for the February 15 TORCH: U.S. and finished the layouts (while vacationing in Florida!!).

FEBRUARY 1978--
Worked on the March 15 JCL HIGHLIGHTS.

MARCH 1978--
Worked on the April 15 issue of TORCH: U.S.

APRIL 1978--
Steve Wedding and I went to Oxford to complete the layouts for the April 15 issue. Worked on the May 15 JCL HIGHLIGHTS. Received three applications for the position of TORCH: U.S. editor for 1978-79. Sought addresses of past NJCL presidents.

MAY 1978--
Wrote to the past NJCL presidents. Worked on the guidelines for the publications (state newspapers) contests.
JUNE 1978--
Received entries for the publications contests and conducted the judging.

--Dennis Bartlow

National Program Chairman:

FALL

During this time, the results of the survey of 1976-77 were tabulated and sent to the JCL Highlights for publication.

Much time was given to the organization of the New Hampshire Senior Classical League.

The National Executive Board fall meeting was attended in Cincinnati.

WINTER

Due to the large number of sponsors who expressed concerns in the survey about programs for their JCL chapters, I wrote many letters and sent JCL Handbooks to those who needed help.

The suggestions and ideas presented at the Program Workshop during the Florida Convention were drafted and sent for publication in the JCL Highlights.

SPRING

An evaluation for 1977-78 was prepared, printed, and mailed to 840 chapters.

The National Convention Program Workshop recently relinquished by Connecticut, scheduled for the 1978 Convention, is now being prepared.

CONCLUSIONS

Areas which seem weak and to which attention must be given, as evidenced in the surveys returned are: setting proposed goals, organizing the year's program, coordinating plans with other language groups, working with junior high groups, and becoming more involved in state and national activities.

A major concern which I bring to your attention because it has been presented to me several times is the problem of Latin and JCL Chapters in big city schools or even for big suburbs near big cities. Can NJCL help in this problem?

In general, there seems to be more positive attitudes towards improving the vitality of JCL chapters and the quality of JCL programs. Sponsors and JCL'ers are realizing more and more that initiative and creativity are the most important factors in their success. There is also a greater willingness to share ideas -- a service which is only meant to help foster the birth of new ideas, since "THE MIND REMAINS UNCONQUERED."

--Sr. Jeannette Plante, CSC

Membership Chairman:

At the 1977 NJCL convention, the working committee on membership met several times to discuss new approaches to building JCL membership. The committee decided to try a two-fold plan involving students and teachers. The committee also felt that the regional divisions were the best way to insure uniform effort over the entire United States; therefore, all positions for Regional Chairpersons were filled by the end of the convention for the year 1977-1978. In addition to the teacher Chairperson, a student Chairperson was appointed in each of the nine regions.

Two reports were submitted to me by each of the Chairpersons, one in February and one in May. These reports consisted of ideas to build membership, problems encountered in various regions, and progress updates.

There will be two awards given at the 1978 NJCL convention in Denton, Texas, for membership growth: one for the greatest numerical increase and one for the greatest increase by percentage. The competition for these awards was intense, and this contest seems to have helped the membership enrollment this year.

Total individual memberships increased by 140, while Chapter memberships decreased by 5. The Chapter decrease is owed to programs being discontinued because of teacher retirement and failure to replace a teacher who left.

This year NJCL has a total of 842 Chapters, with 29,010 members. These figures are based on those Chapters paying on or before April 30, 1978. Hopefully, by convention time, we will have picked up a few more members and Chapters. The most encouraging aspect is that membership shows an increase, with twenty-seven states having raised their JCL enrollments. The Membership Committee will endeavor to sustain this increase during the coming year.

--Jane S. Nethercut

Contest Co-Chairman:

First Quarter: Wrote past officers to congratulate and thank them. Wrote new officers to welcome them and offer any assistance. Contacted various professors to have the Mythology, Roman History, Pentathlon, and Mottoes tests made out. Attended the Texas planning meeting. Compiled suggestions offered for the coming year. Made some changes in sweepstakes; clarified rules.

Second Quarter: Attended the Executive Board meeting. Rewrote all rules and instructions for the contests for HiLites and the white booklet after consultation with all the chairmen of the various contests.

Third Quarter: Redid all the workup sheets for the creative and graphic contests. Took all contest materials to Denton. (Had a baby.) Checked over four of the written contests and sent them all for printing and stapling. Worked with the NTSU people about the computer services and room arrangements for the contests. Contacted area art teachers to see if they could help judge the graphic arts contests. Contacted and explained art registration to Mrs. Emmons.

Fourth Quarter: Wrote 115 sponsors to act as judges and proctors for the contests. Attended the ACL meeting as the NJCL representative. Ordered medals for the contest winners. (Moved.)

Answered all correspondence during the year, which was considerable. Kept in constant touch with Marion Benson of NTSU and other Texas people concerned with the 1978 convention. Helped the SCL people plan for Olympics. Arranged for a torch to be made for the Olympics. Contacted the Michigan chairman to begin plans for 1979. Kept in constant touch with Mrs. LeRay as we shared duties and ideas.

--Donna Gerard

Contest Co-Chairman:

Work for the 1978 NJCL Convention's contests began, as usual, immediately following the 1977 Convention. August, September, and October were spent contacting people to do the eight National Contests of which I have charge. The following agreed to do tests:

Latin I Reading Comprehension	- Mrs. Harriet Norton
Latin 2, 3, 4 Reading Comprehension	- Dr. Lois Williams
Roman Life and Culture	- Dr. Jerry Clack
Derivation	- Professor Lawrence Gaichas
Vocabulary	- Dr. J. D. Sadler
Grammar	- Professor William Mayer

All, except Professor Mayer, submitted them by the deadline date of March 8th. After reminders by certified mail and by phone to Mr. Mayer, and still no test, by June 1st I was forced to contact a retired teacher-friend who was an expert test-maker. She most graciously agreed to do a 100-item test in grammar for us. Within three weeks she sent it to me ready for the printers. Another problem concerning the academic contests was the fact that three of the comprehension tests had to be retyped for printing.

During the month of February I completely revised the rating sheet for scrapbook judging, sending a copy of the new rating sheets to Brenda Tinkel, NJCL Historian. After a considerable wait, I received a phone call from Brenda saying that she approved and would be taking care of the printing of these for judges' use at the Convention. She has not, however, ever sent me any written confirmation of this conversation. She and Mrs. Gerard will be responsible for selecting judges for the scrapbooks.

In May I ordered 1500 ribbons which have been shipped directly to North Texas State University. Sweepstakes ribbons were also ordered and shipped.

Also in May, I designed a new honorable mention certificate for academic and creative arts, as well as a special certificate for honors in Graphic Arts. These are also being shipped directly to North Texas State via United Parcel Service.

Other responsibilities during the year have included attendance at our National Committee meeting and constant correspondence with Mrs. Gerard concerning rules and all other aspects of the contests.

All in all, although the year has been somewhat worrisome and frustrating, I believe much progress has been made in respect to contest improvement.

--June S. LeRay

Federations Chairman:

Since June of 1977, ten changes have been made in the roster of state Junior Classical League chairmen. The following states have made changes: Arizona, California, Delaware, Georgia, Louisiana, Michigan, New Hampshire, New York, North Carolina, and Oklahoma. These changes have involved replacing a chairman or co-chairman or adding a co-chairman. We regret to report that Ms. Fay Mashburn, co-chairman of Oklahoma, passed away this year. She will be greatly missed.

At the National Junior Classical League Convention in Florida, all state JCL chairmen who were present were given forms to sign if they would continue to serve as their state JCL chairman. Early in October those chairmen who were not at the NJCL convention were sent a letter asking if they would continue to serve as state JCL chairman. All states were not heard from even after reminders! The chairmen whom I heard from indicated they would continue as state JCL chairmen or suggested replacements.

In September a survey was sent to all Latin Club sponsors in the United States requesting information concerning their state JCL chairman. We asked if the job descriptions and guidelines as printed in the Manual for the National Junior Classical League were reasonable and whether their state chairman was doing a satisfactory or unsatisfactory job. Thirty-nine states responded, but only 284 teachers responded!

April 21st each state JCL chairman was sent a letter requesting information regarding their state JCL convention. Thirty-four states replied. A complete list with this information is attached to this report.

Forty-six states have a Junior Classical League organization and there are sixty-five state JCL Chairmen or Co-chairmen.

--Ann B. Covington

REPORTED STATE JCL CONVENTIONS

1977-78

State	Date	Number of chapters attending	Total Attendance
Alabama	April 28-29	17	302
Arizona	March 4	6	150
California	March 10-11	30	538
Colorado	April 13-14	19	225

State	Date	Number of chapters attending	Total Attendance
Connecticut	March 22	6	300
Delaware	May 5	11	253
Florida	April 20, 21, 22	64	1017
Georgia	April 16-17	25	520
Illinois	April 22	18	200
Indiana	April 21-22	18	325
Iowa	April 8	4	35
Kansas	March 18	8	135
Kentucky	November 11-12	12	275
Maine	April 29	10	103
Michigan	April 14-15	21	272
Minnesota	April 14-15	8	110
New Jersey	April 8	21	450
New Mexico	February 18	4	121
New York	to be held June 27-29	24	410
North Carolina	April 21-22	32	577
Rhode Island	April 29	3	35
South Carolina	March 16	38	1390

State	Date	Number of chapters attending	Total Attendance
Tennessee	April 21-22	45	835
Texas	March 17	60	1700
Virginia	November 18-19	67	1676
Washington-British Columbia	October 29	10	113
West Virginia	April 1-2	5	120
Wisconsin	November 18-19	11	180
Wyoming held with Colorado, Nebraska, & Idaho	April 13-14	2	225

The following states reported that they did not have a convention this year.

Alaska, Hawaii, and Pennsylvania

--Anne B. Covington